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ABSTRACT

The purposes of the Multiple Activities Program, funded under Title I of the 1965 Elementary Secondary Education Act, were: (1) to supplement the instructional program for educationally disadvantaged children by developing a curriculum and techniques, specifically in reading, which would raise their achievement level commensurate with their ability; and, (2) to support this program with the type of services needed to make it successful. The High Intensity Learning Centers for Reading for grades three to twelve continued operations. Primary High Intensity Learning Centers in Reading were developed to provide a supportive reading skill development program for grades one to three. Reading aides contibued to meet the reading problems of children in grades one to three by tutoring children as their reading problems were identified. Project READ and Math furnished valuable supplementary materials. The Individualized Study Center for grades seven to nine served students who were not able to function in the regular school program by providing individual instruction and direction for their future. All other activities in the Title I program are directed toward providing supportive services for children in Title I instructional programs. This reinforcement is designed to give each student a greater opportunity to achieve success in school. [Photographic illustrations facing page 61 have been deleted from this document for reproducibility reasons.] (Author/JM)

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# OMAHA PUBLIC SCHOOLS

## Multiple Activities Program

ED 084334

AN EVALUATION

## ESEA TITLE I

UD 013 920

September 1972 to August 1973

OMAHA PUBLIC SCHOOLS

OMAHA, NEBRASKA

BOARD OF EDUCATION

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Owen A. Knutzen
*Superintendent of Schools*

Rene Hlavac, *Assistant Superintendent*
*Pupil Personnel Services*

Robert K. Davis, *Coordinator*
*Title I*

Prepared by:

Lloyd C. Texley
*Evaluation Coordinator*

Ronald S. Dvorak
*Research Assistant*


12486-73

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# 1973 LEA EVALUATION REPORT

| PROJECT NUMBER | DATE BEGUN | DATE FINISHED |
|---|---|---|
| 73 - 042AAA | Sept. 1, 1972 | Aug. 31, 1973 |

| LEGAL NAME OF AGENCY | DISTRICT NUMBER |
|---|---|
| Omaha Public Schools | #1 |

| TOWN | COUNTY | ZIP CODE |
|---|---|---|
| Omaha | Douglas | 68131 |

## STATEMENT OF ASSURANCE

I certify that, to the best of my knowledge and belief, this report is true and correct in all respect; all information asked for is provided to the best of our ability; and that supporting documentation for all entries have been retained and will be made available to State Department Personnel upon request.

| NAME AND TITLE OF CONTACT PERSON | TELEPHONE |
|---|---|
| Rene E. Hlavac-Assistant Superintendent Pupil Personnel Services | 402-554-1111 |
| Robert K. Davis-Coordinator Title 1 Project | 402-554-1111 |
| **NAME AND TITLE OF AUTHORIZED *LEA* REPRESENTATIVE** | **TELEPHONE** |
| Owen A. Knutzen, Superintendent | 402-554-1111 |
| **SIGNATURE OF AUTHORIZED *LEA* REPRESENTATIVE** | **DATE** |
| Owen A Knutzen | August 31,1973 |

**TITLE I OFFICE**
State Department of Education
Lincoln, Nebraska 68508

1

## PART I

## GENERAL INFORMATION

1. Is there an approved Community Action Program operating within the boundaries of your School District? Yes X No _____

   Temporarily closed down during Spring of 1973.

2. Is there a non-public school operating within the boundaries of your school district? Yes X No _____

3. Did the Title I activities include in-service training? Yes X No _____

   If Yes, list number of participants in the in-service below.

| | Teachers | Teacher Aides | Admin. | Other |
|---|---|---|---|---|
| Staff paid out of Title I funds | 13 | 21 | | |
| Other Staff | | | 8 | |

4. Information on Parent Advisory Committee:

   (a) How many members are there on your Parent Advisory Committee? 25

   (b) How many of the members of the Parent Advisory Committee have children that:

   (1) Attend Public School 9

   (2) Attend Public School and participate in Title I 8

   (3) Attend Non-Public School 5

   (4) Attend Non-Public School and participate in Title I 5

(c) List in chronological order (starting with July 1, 1971) all meetings of the Parent Advisory Committee in which this project was discussed. (Attach an additional sheet if more space is needed).

October 21, 1971
November 10, 1971
November 18, 1971
December 23, 1971
January 27, 1972
February 24, 1972
March 23, 1972
May 10, 1972
May 25, 1972

(d) List the student identification numbers (see Part III, Section 3 Student Data Sheet) of all Title I participants whose parents are on the Advisory Committee.

| | |
|---|---|
| 901807 | 080058 |
| 006226 | 056629 |
| 153472 | 901752 |
| 153470 | 902916 |
| 029597 | 100531 |
| 109633 | 153473 |
| 097083 | 153469 |
| 002685 | 106815 |
| 124196 | 902180 |
| 109120 | 903788 |
| 080052 | 092067 |

# PROGRAM EVALUATION

## INTRODUCTION

## INTRODUCTION TO PART II

The Title I Evaluation Report illustrates a small part of the continued effort of the Omaha Public Schools to meet the needs of educationally disadvantaged children.

The multiple activities outlined in the 1972-73 Title I Proposal were designed with a twofold purpose in mind. First, they were to supplement the instructional program for educationally disadvantaged children by developing a curriculum and techniques, specifically in reading, which would raise their achievement level commensurate with their ability. Second, they would support this program with the type of services needed to make it successful.

Prompted by the crucial need to raise the reading level of educationally disadvantaged children, emphasis in the 1972-73 proposal was on reading activities. The High Intensity Learning Centers for Reading for grades 3-12 continued to provide a sound approach for meeting the individual reading needs of children. The development of Primary High Intensity Learning Centers in Reading was initiated to provide a supportive reading skill development program for grades 1-3.

Through use of the methods and materials involved in this management system, the inservice training given teachers and the outstanding efforts of teachers, principals and the Central Reading Clinic, other dimensions were added to the school system's efforts to help the individual child in the target area.

Reading aides continued to work with primary teachers to help in meeting the reading problems of children in grades 1-3 by tutoring children on a one-to-one basis or in small groups as their reading problems were identified.

Project READ and MATH furnished teachers and students valuable supplementary materials in the regular classroom setting to further develop the reading skills of students needing this kind of help.

The Individualized Study Center for grades 7-9 served students who were not able to function in the regular school program by providing individual instruction and direction for their future. Students able to make the necessary adjustments were channeled back into the regular school program. Others remain in the study center or enter a program which will better meet their specific needs.

All other activities in the Title I program are directed toward providing supportive services for children in Title I instructional programs. This reinforcement is designed to give each student a greater opportunity to achieve success in school.

In this capacity the Title I Media Center does printing, production and media work to support the Title I instructional program. It acts as a key element in providing continuous service for our Title I instructional activities.

The supportive Psychological Services enable Title I schools to better meet the individual needs of students. Besides reinforcing our evaluation of the instructional programs, this activity further justifies the selection of children being served and helps us to develop the goals and objectives of the students being served with Title I funds.

The Counseling Activity furnishes another dimension to the Title I program by employing community aides who act as liaison people between the school and community. These para-professionals keep parents informed of activities which can benefit their children. They help parents and students understand the various activities in the schools. Of primary importance is their work with parents in the area of attendance of children and youth. They seek the assistance of various agencies to help families solve many of their immediate problems.

An elementary counseling program has been initiated in two schools on the basis of the recommendations of a needs assessment which indicated these students required a different type of support to be successful in school. Efforts are focused on children involved in Title I instructional activities.

The Inservice Program includes the participation of Title I funds in the Career Opportunities Program of the Educational Professional Development Act. The purpose of this program is to train teacher aides and professional teachers to better meet the needs of children they will be serving in the future. This activity hopefully will provide better teachers. Graduates from this activity will be assigned to Title I schools if and when they are employed by the school system. Other inservice programs are included in each individual activity to meet the needs of that particular activity.

The evaluation aspect of this program has developed many techniques which illustrate accountability for the total program. The evaluation research has demonstrated that the Omaha Public Schools have served the children and youth who should be served.

Summer school activities consist of a preschool program for children not served by Head Start and a post-kindergarten program for children needing the additional six weeks of kindergarten activities to better prepare for the next school year. Hopefully these programs will insure their future success in school. The High Intensity Learning Centers in Reading provided a summer remedial reading program for students identified by their teachers and principals as needing this reinforcement.

The Omaha Public Schools have used every resource in an attempt to better educationally prepare children in the target area for their future. Title I of the Elementary and Secondary Education Act has been only one of the many resources used. Funds from this source have been linked with other local, state and federal programs in order to establish a stronger instructional program. Each Title I activity was planned to compliment other Title I activities and the total school program in an effort to better serve children and youth who are eligible and need this type of additional service.

# ADMINISTRATION

ACTIVITY NUMBER 24

ADMINISTRATION ACTIVITY NUMBER 24

The administrative personnel necessary to plan, implement and operate the Title I program was provided through this activity. These administrators served all the Title I activities in their designated capacities.

The efforts of persons in this activity helped to ensure the success of the Title I program by working in close cooperation with the Nebraska State Department of Education, adjusting the budget and disseminating information throughout the school year.

Furnishing the necessary information to the Parent Advisory Council, agencies, public and private schools and institutions for them to follow current activities and plan new ones were major functions of the Title I administration.

OBJECTIVE 1

Provide adequate administrative personnel to fully develop and operate the Title I project.

* * * * * * * * * * * * * * * * *

Administrator - The Title I administrator composed the Title I proposal, coordinated the various activities in the proposal, interpreted the law to project directors, worked with the Parent Advisory group in planning the proposal and maintained all records justifying the program, showing the procedures followed and illustrating what happened in the program.

Finance Administrator - Approximately 42 percent of this administrator's time (time included services of many people in secretary's office not paid by Title I) was spent serving the Title I program. The area in which he served Title I was accounting, and he specifically coordinated payroll procedures, purchasing procedures and data processing reports. He prepared monthly, quarterly and yearly accounting reports.

Business Administrator - Approximately 42 percent of this administrator's time (time included the services of many people in the business office not paid by Title I) was spent processing requisitions, pricing materials and equipment, handling bids and

procuring appropriate materials and equipment. He handled the correspondence necessary to guarantee the completion of purchases to operate the Title I program.

Personnel Administrator - Approximately 42 percent of the administrator's time (time included services of many people in the personnel office not paid by Title I) was spent procuring various types of personnel needed in the Title I program. With each applicant this involved interviewing, procuring pertinent information and the processing of two hundred thirty-four job positions.

Educational Assistant, Private Schools - This administrator was employed to ensure adequate services were provided private schools and institutions. Eighteen private schools and three institutions were involved. This liaison improved services to private schools and institutions and ensured a program that met the needs of the children being served.

Administrative Intern, Title I - This administrator was employed to help compile the reports necessary for Title I. He was involved with the Consolidated Programs Information Report (C.P.I.R.), comparability report and needs assessment necessary for the Title I program. This person also served as a liaison between the thirty-six public schools involved in the program and the Title I office. He helped coordinate activities with the project directors.

Disseminator of Information - This persone disseminated information to the total community about Title I activities with 9 issues of the Title I Frontier, five local radio shows and three television shows. All brochures were written by this person and all news releases were sent from this office.

Clerical - Three full-time clerks and one part-time clerk (42%) were used to support the above administrators to successfully complete the Title I activities. Two of these clerks were assigned to the Title I office, one full-time clerk to the business office and 42 percent of one clerk's time was assigned to the financial office.

OBJECTIVE 2

Prepare the Title I project budget.

* * * * * * * * * * * * * * * * *

The Title I proposal and budget were approved by the Parent Advisory group May 25, 1972. The Board of Education gave their approval for the 1972-73 budget at their meeting on July 18, 1972.

OBJECTIVE 3

To work closely with the Nebraska State Department of Education and to keep them informed of the progress of the Title I project.

* * * * * * * * * * * * * * * * *

Twenty-six phone calls were made between the Local Education Agency (L.E.A.) and the Nebraska State Department of Education. In addition, seventeen meetings were held in some form between the two agencies to establish the program, interpret the program, and ensure that the program was operating properly.

OBJECTIVE 4

Ensure that all personnel follow the proper procedures in conducting the various activities.

* * * * * * * * * * * * * * * * *

Three meetings were held with principals supporting Title I activities in their buildings to answer questions about the Title I program. Project directors were involved in planning the proposal, and proper interpretations of the program were made for them as questions arose. Budget summary sheets were examined each month and are maintained as permanent records.

OBJECTIVE 5

Disseminate information to interested groups and agencies.

* * * * * * * * * * * * * * * * *

The job of disseminator of information for Title I involved informing interested groups, agencies and the general public of the Title I project and of pertinent documents relating to it.

One method used to accomplish this purpose has been through the development and publication of the Title I Frontier, a monthly newspaper dealing with activities in the school and community. This newspaper is distributed to parents through the schools and to cooperating civic and community agencies and church groups. These included: the Urban League, School Community Advisory Council, Interdenominational Ministerial Alliance, Presbytery Education Committee, GOCA (Greater Omaha Community Action), legislators in state and federal offices, city officials and interested persons. (An example of a Frontier is included for examination.)

The news disseminator received information from principals and teachers. Frequently ideas were gathered from job orders submitted to the Title I Media Center. Students and teachers were interviewed for feature stories. A regular feature was an interview with a member of the community regarding his views on the Title I programs. Several of the stories featured in the newspaper were picked up and used by the local newspapers. Articles were also written which were carried in the Sunday supplement of a local newspaper.

To further report specific Title I activities, the disseminator of information wrote and planned brochures and assisted in writing newsletters to various groups of persons working in Title I programs. Assistance was given to create materials such as those used during National Education Week to tell the Title I story.

The disseminator of information also informed local news media of Title I programs and activities in Title I schools. To gain publicity for specific events, items were written for the newspaper and submitted to the Office of Public Information Services of the Omaha Public Schools to coordinate reporting activities.

Another type of news coverage was gained by writing query letters to the local press to gain their interest in writing about certain programs. The resulting stories were written by the reporters of the newspapers who accepted the idea. A file has been kept of all the stories which appeared in the local press.

Arrangements were developed and planned for 50 minutes of local TV time to tell about various Title I activities. Radio time was also made available through the efforts of the disseminator of information. She planned shows involving 155 minutes of air time for Title I. One show on the HILINC reading program was rebroadcast by popular demand. This

was an hour show. Numerous news releases were developed through this person for the press.

OBJECTIVE 6

Meet with all interested individuals and/or groups to explain the Title I project.

* * * * * * * * * * * * * * * * *

Every person or agency making inquiries were provided with all the public information they requested about Title I. This list includes: VISTA workers, Human Relations Board, Urban League, Community Action Agency, various school districts, Regional Office of Education in Kansas City and various parent groups. Fourteen such requests were made during the 1972-73 budget year.

OBJECTIVE 7

Provide leadership for community groups and agencies working with the Omaha Public Schools in planning the Title I project. These groups and agencies include the School-Community Advisory Committee (Advisory Council), which also serves as the Title I advisory committee, the Greater Omaha Community Action, Inc., the non-public schools participating in the project, institutions and Omaha Public School Administrators and teachers.

* * * * * * * * * * * * * * * * *

Four Title I Parent Advisory Council meetings were held in 1972-73. All meetings were open for attendance by people not part of the council. The council was composed of twenty-five parents, educators and representatives of agencies. Fourteen members of the council are parents with children involved in the program. In addition twelve area meetings were held in four different sections of the Title I area. These meetings were made up of parents and principals from both public and private schools. The parents of the various areas elected the parent members for the Advisory Council and provided much of the guidance in the development of the new proposal. A meeting with each Community Action Neighborhood Advisory Board was held seeking input for this year's Title I proposal prior to recommendations being submitted to the Parent Advisory Council. One meeting was held with the Education Committee of the Urban League to explain aspects of the program. Numerous informal sessions were held with classes at local universities, interested parent groups and other school districts seeking information about Title I activities. All information will be documented in the 1973-74 proposal.

# MEDIA CENTER

ACTIVITY NUMBER 25

MEDIA CENTER ACTIVITY NUMBER 25

Through support of the Title I instructional programs, the Title I Media Center realized its aim to help educationally deprived children achieve their educational goals.

Since its inception in 1965, the Title I Media Center has provided supplementary educational aid through the purchase and production of supplies, materials and techniques needed for instructional programs supported by Title I funds. The facility houses printing and production departments, administrative offices, an art room, photo darkroom and storage space. The specialities of a staff of seventeen persons are utilized to produce instructional materials and services not available on the commercial market.

Teachers who availed themselves of the services of the Title I Media Center realized a twofold benefit... more professionally produced classroom aids needed for educationally deprived children and more free time to work with these children. The Title I Media Center sought to fulfill its purpose by helping teachers to individualize teaching techniques, materials, and curriculum to meet individual needs of all educationally deprived children.

OBJECTIVE I

Employ a center leader, artists, graphic artists, machine operators and clerical staff to provide services necessary to meet the needs of the Title I project.

* * * * * * * * *

The following is a list of positions which comprised the media center staff during 1972-1973. The specialities of these people were utilized to produce instructional materials and services not available commercially.

DIRECTOR - was responsible for the entire operation of the media center. She approved all jobs to be done, approved all orders for supplies and materials and directed the activities of the entire staff. She also worked with many teachers and administrators in the development and creation of new materials.

MEDIA SPECIALIST A- was responsible for the maintenance of necessary supplies for the print shop. He assisted in the supervision of employees involved in the production of printed matter.

MEDIA SPECIALIST B- acted as a liaison between Title I schools and the media center, advising teachers on the services available at the center and assisting them in the production of innovative, educational material.

Instruction was given on the use of audio visual equipment and assistance offered in the production of audio visual material. He was responsible for the maintenance of this equipment.

MEDIA SPECIALIST 6- assisted in the production of educational material, working closely with the other media specialists. He was responsible for photography and darkroom printing including work to be run on the printing presses.

CLERK - was responsible for writing work orders and requisitions for purchase, printing and production of material. She received merchandise, stamped and distributed it to schools. She also did billing and prepared the monthly payroll.

TYPIST - typed teacher originated material, making it ready for offset reproduction.

PRODUCTION CLERKS (two)- collated materials into book form. They either stapled this material or punched and bound it into finished form. Other duties included thermo binding, wrapping, folding and laminating.

PRESS OPERATORS (four)- printed material on Addressograph-Multigraph 2850,2650,1250, 1870 offset presses. Photo direct masters and metal plates for printing which required long runs or large coverage areas were done on the 1250 offset press. Work which required color or quality work was done on the 1870 press. One operator also compiled the monthly report of completed work.

ARTISTS (three)- created, illustrated, painted and drew material. Their artistry produced posters, games pamphlets and flash cards. They illustrated books and set up newspapers. One often prepared negatives for printing by stripping and masking them.

GRAPHIC ARTISTS (two)- were responsible for typing, composing and setting up material which varied from programs, pamphlets and fliers to newspapers and books. They prepared negatives on masking sheets for use in making plates to print. Often jobs required justifying type.

OBJECTIVE 2

Provide two media specialists to:

a) assist in the identification, investigation, experimentation and exploration of new materials and teaching techniques.

b) encourage the classroom teachers of all Title I schools identified in the Title I proposal to request services which can be performed or materials which can be prepared by specialists in the media center.

* * * * * * * * * * * * * * * * * * *

During 72-73, media specialists B and C (as listed in objective one) functioned in accordance with this objective. They conducted inservice meetings on the preparation of educational materials for classroom use. They informed teachers and other professional people within Title I about the services available at the media center. They worked in the Title I schools with a library media program designed to increase awareness of more advanced teaching and learning methods through the use of media material. They also aided the classroom teacher by providing time in the classroom for special projects employing media or audio visual equipment.

The media specialists provided technical advice and knowledge of media materials in use today. They aided in individual or group teacher evaluation programs and informed teachers and other Title I personnel of the services provided by the media center. This work involved giving tours of the media center and talking with teachers about the media center services.

In the service area, the media specialists demonstrated the proper care and use of all types of audio visual equipment available. They produced or aided in the production of professional quality materials involving: photography, slide/film presentations, audio taping or duplicating, video tape recording, printing, transparencies and laminations.

The media specialists conducted inservice programs on the use and operation of the following media services:

1. The video-tape recorder system
2. Punch and bind machine
3. Language master
4. Laminators
5. The still camera

They also conducted inservice programs on the preparation of the following instructional materials:

1. Overhead transparencies
2. Hand prepared film strips
3. Slide programs

For a record of the total number of inservice workshops held by the media center during 72-73 refer to objective three. This compilation will account for all inservice sessions conducted by the media specialists. The academic areas to which these sessions apply can be found in objective three.

Media Specialist A was responsible for maintaining necessary supplies for the print shop and artists. He supervised the employees involved in the production of printed matter and art work. He also performed creative work as well as photographic printing in the darkroom. His specific duties during the year included:

1. Scheduling jobs to the production timetable.
2. Assigning jobs to instant copy, photo direct or darkroom. (depending on the nature of the job)
3. Submitting supply requests to the Media Center Director for all supplies necessary for operation of the media center.
4. Training and supervising all personnel in the darkroom, printing and finishing departments.

OBJECTIVE 3

Provide educational materials for eligible Title I students through the use of the photographic, printing, collating, laminating and binding equipment available in the media center.

* * * * * * * * *

The production chart below is a monthly account of the number of media center projects initiated for specific academic areas.

| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| Reading | 118 | 198 | 199 | 122 | 183 | 259 | 284 | 329 | 304 | 2300 |
| English | 19 | 85 | 55 | 94 | 68 | 119 | 136 | 83 | 60 | 719 |
| Social Studies | 86 | 26 | 19 | 0 | 21 | 40 | 36 | 9 | 18 | 255 |
| Science | 2 | 1 | 9 | 4 | 11 | 2 | 29 | 8 | 14 | 80 |
| Math | 11 | 8 | 14 | 23 | 19 | 40 | 6 | 11 | 2 | 134 |
| Cultural Studies | 6 | 2 | 0 | 4 | 9 | 3 | 6 | 7 | 4 | 41 |
| Other | 42 | 112 | 99 | 126 | 108 | 131 | 168 | 192 | 240 | 1218 |

In addition, the types of media services offered and their respective counts are shown on the next page.

An inspection of the chart on this page and the following pages will reveal the number of jobs completed and items produced for Title I schools or activities. It shows that during the regular 1972-73 school year the media center produced items for jobs requested by Title I supported schools and activities.

The chart also indicates a linkage with other federal projects : Neighborhood Youth Corps, Head Start, and Career Opportunities Program.

| JOB / SCHOOL | | Title I Activities | Title I Elementary | Title I Jr. Sr. | Non-Public | Other Fed. Funded Programs | TOTAL |
|---|---|---|---|---|---|---|---|
| Art Work | * | 21 | 269 | 20 | 60 | 16 | 386 |
| | ** | 71 | 2,117 | 301 | 1,238 | 37 | 3,764 |
| Laminate | | 20 | 654 | 37 | 296 | 25 | 1,032 |
| | | 643 | 45,271 | 2,541 | 36,465 | 1,135 | 86,055 |
| | Mount | 3 | 12 | 4 | 3 | 1 | 23 |
| | | 7 | 98 | 28 | 166 | 7 | 306 |
| Print | | 431 | 301 | 130 | 475 | 84 | 1,421 |
| | | 871,941 | 625,451 | 614,709 | 571,563 | 252,219 | 2,935,883 |
| | Compose | 73 | 75 | 70 | 137 | 37 | 392 |
| | | 434 | 448 | 469 | 886 | 115 | 2,352 |
| | Collate | 91 | 91 | 50 | 254 | 23 | 509 |
| | | 241,115 | 296,844 | 384,824 | 313,704 | 69,335 | 1,305,822 |
| | Staple | 53 | 42 | 39 | 234 | 18 | 386 |
| | | 72,325 | 72,645 | 203,350 | 275,964 | 51,960 | 677,244 |
| | Punch or Drill | 38 | 36 | 13 | 40 | 3 | 130 |
| | | 151,674 | 137,326 | 54,441 | 22,188 | 16,000 | 381,629 |
| | Bind | 19 | 31 | 14 | 32 | 2 | 98 |
| | | 127,988 | 137,369 | 69,441 | 28,622 | 2,000 | 365,420 |
| | Fold | 45 | 13 | 13 | 7 | 9 | 87 |
| | | 96,310 | 3,320 | 21,550 | 5,200 | 42,375 | 168,755 |
| | Pad | 40 | 32 | 12 | 20 | 2 | 106 |
| | | 434,200 | 74,130 | 186,600 | 43,759 | 900 | 739,589 |
| Thermal Ditto | | | 5 | | 1 | | 6 |
| | | | 418 | | 1 | | 419 |
| Transparency | | 3 | 6 | 2 | 11 | | 22 |
| | | 33 | 240 | 118 | 160 | | 551 |
| | TOTAL | 837 | 1,567 | 404 | 1,570 | 220 | 4,598 |
| | | 1,997,741 | 1,395,677 | 1,538,372 | 1,299,916 | 436,083 | 6,667,789 |

* First line - number of jobs completed in each column

** Second line - number of items produced

| JOB | MONTH | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Photography | Assignments | 7 | 10 | 19 | 18 | 15 | 11 | 8 | 8 | 24 | 120 |
| | No. Taken | 90 | 120 | 481 | 204 | 424 | 231 | 114 | 125 | 224 | 2013 |
| Film Processed | Black/White | 11 | 8 | 15 | 16 | 34 | 18 | 19 | 31 | 38 | 190 |
| | Color Print | 4 | 10 | 11 | 6 | 35 | 32 | 22 | 22 | 30 | 172 |
| | Slides | 19 | 12 | 28 | 7 | 27 | 28 | 34 | 23 | 54 | 232 |
| | Movie | 3 | 1 | 5 | – | 4 | 5 | 6 | 1 | – | 25 |
| Film Printing | Black/White | 69 | 145 | 84 | 120 | 404 | 348 | 523 | 451 | 436 | 2580 |
| | Color | 44 | 116 | 96 | 96 | 444 | 676 | 378 | 434 | 419 | 2703 |
| Photo Copies | Slides | 75 | 105 | 160 | 60 | 22 | 53 | 62 | – | 97 | 634 |
| | Other | 24 | – | 20 | 180 | 159 | 49 | 27 | 40 | 298 | 797 |
| Audio Original | Reel | – | – | 4 | – | 4 | – | – | – | – | 8 |
| | Cassette | 1 | 18 | 4 | 3 | 6 | 9 | 25 | – | – | 66 |
| Audio Copies | Reel | – | – | – | – | – | – | – | – | – | – |
| | Cassette | 230 | 176 | 241 | 250 | 251 | 294 | 178 | 153 | 81 | 1854 |
| V T R | Original | 2 | – | – | – | – | 1 | 5 | – | – | 8 |
| | Duplicate | – | 1 | 1 | 1 | 11 | 4 | – | – | 5 | 23 |
| Presentations | Number | 13 | 10 | 13 | 9 | 13 | 12 | 6 | 11 | 4 | 91 |
| | Present | 164 | 171 | 127 | 74 | 209 | 183 | 56 | 71 | 107 | 1162 |
| Set up and Demonstrations | | 11 | 4 | 13 | 8 | 8 | 10 | 2 | 3 | 3 | 62 |
| | | 18 | 13 | 28 | 25 | 28 | 32 | 7 | 7 | 6 | 164 |
| Repair | | 3 | 3 | 8 | 2 | 9 | 11 | 12 | 7 | 6 | 61 |
| Vacuforms | | – | 96 | – | 447 | 371 | 1613 | 680 | 833 | – | 4040 |

OBJECTIVE 4

Purchase and make available to eligible Title I students all materials necessary to ensure success for all Title I activities.

* * * * * * * * *

All instructional materials and supplies purchased through this activity were acquired for the sole purpose of providing support for the Title I project. These items were used for art work, printing and the development of supportive activities. A review of expenditures shows the following distribution:

| | |
|---|---|
| Instructional materials (kits, books and reusables) | $3,501.22 |
| Audio-Visual Supplies (paper for printing, chemicals, tapes) | $78,463.91 |

OBJECTIVE 5

Provide inservice workshops to orient the supervisory staff and Title I area teachers with services available in the media center.

* * * * * * * * *

The chart in objective number three reflects the monthly number of workshops conducted by the media center and the attendance at these sessions.

OBJECTIVE 6

Assist in the development of student and teacher prepared projects.

* * * * * * * * *

The chart below lists the origins of media center jobs completed each month during the 1972-1973 school year.

| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 231 | 400 | 306 | 334 | 380 | 551 | 576 | 599 | 569 | 3946 |
| Principal | 47 | 13 | 81 | 26 | 8 | 36 | 71 | 19 | 42 | 343 |
| Supervisor | 6 | 19 | 8 | 13 | 31 | 7 | 18 | 21 | 31 | 154 |
| Admin. | 102 | 111 | 179 | 76 | 207 | 211 | 257 | 121 | 141 | 1405 |
| Instruction | 182 | 321 | 216 | 297 | 212 | 383 | 408 | 518 | 501 | 3038 |

OBJECTIVE 7

Provide desirable linkages with other federally funded programs needing the type of services provided through the media center.

* * * * * * * * *

Three other federally funded programs, Neighborhood Youth Corps, Head Start and Career Opportunities Program took advantage of media center services during the year.

The production chart submitted in objective three indicates the number of jobs these programs received for each service offered by the media center.

OBJECTIVE 8

Keep an ongoing record of the types of projects developed, purchases made and the distribution of supplies and equipment for the Title I schools.

* * * * * * * * *

Amounts of materials and supplies purchased and expended to support instructional activities of Title I students were entered as a part of objective four. The table shown in objective six indicated the point of origin for projects carried out by the media center. Eighty-eight percent of the projects were specifically "teacher initiated." Sixty-eight percent of the projects were "instructional" in nature.

The following list indicates the kinds of jobs developed by the media center in three areas: printing, creative work and audio-visual materials production.

| PRINTING | CREATIVE WORK |
|---|---|
| Awards | Posters |
| Writing Charts | Book covers |
| Progress report forms | Hand lettering |
| Invitations | Materials using construction paper |
| Games | Drawings |
| Booklets | Signs |
| Word lists | Flash cards |
| Maps | Charts |
| Mathematics tables | Maps |
| Programs | Calendars |
| Periodic publications | Bulletin board displays |

AUDIO-VISUAL MATERIALS - ACTIVITIES

Photography - still and motion - black and white or color
Slide or film presentations
Audio - taping and duplicating
Video tape recording
Transparencies
Laminations

# READING

ACTIVITY NUMBER 28

READING ACTIVITY NUMBER 28

The need to provide supplementary reading programs to aid children in disadvantaged areas resulted in these reading activities in Title I schools:

READING AIDES worked with individuals or small groups of students to reinforce reading skills on the first to third grade levels. Trained in specific skills, these individuals assisted the teacher in testing and tutoring in the areas of work analysis, reading vocabulary, comprehension and oral reading. Children were thus given an opportunity to succeed.

OBJECTIVE 1

Help teachers with pre- and post-testing of students, record test results as well as other information necessary to demonstrate the success of the activity.

* * * * * * * * * * * * * * * * *

The group achievement survey testing program required little assistance on the part of reading aides. While unified responsibilities were not developed for the aides as a group, assistance with preparing test materials and handling completed tests was carried out in several instances.

A system for recording the reading skills done with individual students was organized and diligently applied by each reading aide. The daily record of work accomplished and periodic reporting back to the classroom teacher formed the base from which the end-of-year summaries were made.

OBJECTIVE 2

Aid teachers with eligible Title I children during the reading periods to help each student gain in reading commensurate with his own level of ability.

* * * * * * * * * * * * * * * * *

Thirty-one primary Reading Aides in twenty-five schools assisted 1460 students. This was an unduplicated count of boys and girls mastering specific reading skills. These

students were directed to the Reading Aide by the classroom teacher who had pinpointed the specific skill to be reinforced.

A distribution of the students served is shown below.

| Grade | Kdg'n. | Pre 1 | 1 | 2 | 3 | 4 | Total |
|---|---|---|---|---|---|---|---|
| Number | 2 | 63 | 566 | 476 | 338 | 15 | 1460 |

The skill areas for which the aides received training were vocabulary and word analysis techniques. During the frequent inservice workshops each aide developed the instructional materials with which to work. There were therefore, close working relations between the classroom teacher and the reading aide.

Mastery of 7927 specific skills were accomplished by students directed to work with the aides. Most students developed a given skill through several book levels. For instance 1176 students worked on recognition of reading vocabulary. These students learned sufficient words to advance them by 3754 levels.

The work being done in this program can be visualized in terms of an aide working with a child on a specific reading skill at the direction of the classroom teacher with materials and techniques learned in a series of organized workshops. The full scope of the work done by the Reading Aides is shown below.

Reading Skills Delivered By
The Primary Reading Aides

Reading Vocabulary Skills

| Skill | Number of Students | Skill Levels Mastered |
|---|---|---|
| 1. Recognize letters of the alphabet | 525 | 525 |
| 2. Discriminate similarities in letters | 424 | 424 |
| 3. Read words from left-to-right | 336 | 336 |
| 4. Write letters of the alphabet | 414 | 414 |
| 5. Recognize grade level reading vocabulary | 1176 | 3754 |

## Word Analysis Techniques

| | Skill | Number of Students | Skill Levels Mastered |
|---|---|---|---|
| 6. | Recognize initial consonants | 718 | 2464 |
| 7. | Recognize final consonants | 438 | 1025 |
| 8. | Recognize consonant combinations | 799 | 2577 |
| 9. | Recognize common elements | 680 | 1374 |
| 10. | Vowels - long | 501 | 1526 |
| 11. | Vowels - short | 591 | 6506 |
| 12. | Vowels - special | 295 | 817 |
| 13. | Recognize and use roots, prefixes, suffixes | 27 | 40 |
| 14. | Divide words into syllables | - | - |
| 15. | Recognize rhyming words | 425 | 1144 |
| 16. | Recognize compound words | 122 | 328 |
| 17. | Blend word parts | 456 | 1563 |
| | | 7927 | 18118 |

PROJECT READ was continued for the third year at Lothrop School, providing individualized instruction for eligible elementary students. Developed and supervised by Behavioral Research Laboratories, this system of programmed instruction was utilized through special textbooks, storybooks, learning games and practice materials. Students were pre-tested to determine the point at which they entered the appropriate remedial material. Work was organized into logical sequence and broken down into concrete steps.

OBJECTIVE 1

Provide a supplementary reading program, the Sullivan Programmed reading materials, to support the development of language skills for eligible Title I children and youth on the intermediate and junior high levels.

* * * * * * * * * * * * * * * * *

Approximately 1200 programmed textbooks were added to an initial inventory of 7500 books thus providing the necessary base for "Project Read". This basic material was supported with an extended inventory of comprehension readers, correlated readers, game boxes, kits, folders, tests and teacher handbooks. "Project Read" was well supported with programmed materials which formed its base.

OBJECTIVE 2

Help each student achieve gain in reading commensurate with his own level of ability.

* * * * * * * * * * * * * * * * *

The Behavioral Research Laboratories (BRL) system is based on the essential elements of our language to show the relationship between written letters and sounds. The program takes the place of a tutor for the student leading him through a set of specified behaviors designed in sequence to establish a pattern for learning. The essential characteristics of the system are:

An ordered sequence of stimulus items;

A specified response by the student;

Reinforcement of the response by immediate knowledge of the results;

Progress in small ordered steps.

A table below shows the number of participants in March, 1973. The participants are shown by a grade distribution.

Number of Students in BRL "Read"

| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|---|---|---|---|---|---|---|---|---|
| Number | 85 | 62 | 83 | 58 | 52 | 84 | 70 | 494 |

Each student started in the program by taking a diagnostic test. Individual placement in the material was then possible. After an introduction to the programmed materials (texts, comprehension readers and correlated readers) each student worked independently. "In-book" tests occur after each twenty-four pages. These tests were then corrected by the teacher who gave further instruction on the concepts which continued to give the student trouble.

Placement in the materials was, therefore, indicative of student progress. The following chart displays the movement of students entering the program in September, 1972 and continuing through May, 1973.

Points indicated on the chart represent the middle student for a given grade. A comparison of the September and May positions indicates the advance of the class as a whole. The range of placements indicated the diversity of starting points as well as individual student growth.

Group achievement survey data was not yet available to be included as a part of this report.

## BOOK PLACEMENT IN "BRL READ"

September 1972 - May 1973 *

| Grade | | Reading Readiness A | B | C | D | Series I 1 | 2 | 3 | 4 | Series II 5 | 6 | 7 | 8 | Series III 9 | 10 | 11 | 12 | Series IV 13 | 14 | 15 | 16 | 17 | Series V 18 | 19 | 20 | Worked out of the Program | Total * |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Pre | x60 | | | | | | | | | | | | | | | | | | | | | | | | | 60 |
| | Post | 2 | 7 | 2 | 6 | 6 | ■18 | 7 | 8 | | 4 | | | | | | | | | | | | | | | | 60 |
| 2 | Pre | 25 | x17 | | | 12 | 15 | 12 | 3 | 2 | 2 | | | 1 | | | | | | | | | | | | | 78 |
| | Post | | | 1 | 4 | 9 | 4 | 9 | ■15 | 9 | 12 | 10 | 4 | 2 | | | | | | | | | | | | | 78 |
| 3 | Pre | | 5 | 3 | 4 | 6 | 10 | x9 | 10 | 3 | 2 | 4 | | | | | | 1 | | | | | | | | | 59 |
| | Post | | 1 | | 1 | 1 | 2 | 3 | 3 | 5 | 5 | 3 | ■7 | 5 | 5 | 4 | 2 | 3 | 1 | 2 | 3 | 2 | | 1 | | | 59 |
| 4 | Pre | | 4 | 1 | | 2 | | 1 | 4 | 10 | x6 | 6 | 6 | 1 | 3 | | | 2 | 1 | 1 | | | | | | | 48 |
| | Post | | | | | | | | 2 | 1 | 1 | 8 | 12 | ■2 | 2 | 5 | 5 | | 2 | 2 | 1 | 3 | 2 | | | | 48 |
| 5 | Pre | | 1 | | | 2 | 5 | 2 | 5 | 3 | 3 | 13 | 6 | x11 | 7 | 7 | 5 | 5 | 1 | 3 | i | 5 | 3 | 4 | 2 | | 94 |
| | Post | | | | | | | 4 | 2 | 2 | 3 | 3 | 6 | 3 | 6 | 7 | 2 | ■7 | 6 | 8 | 3 | 3 | 2 | 8 | 3 | 16 | 94 |
| 6 | Pre | | | | | | | | 1 | 2 | 4 | 6 | 13 | 4 | x8 | 6 | 4 | | | 6 | 5 | 2 | 2 | 4 | 2 | | 69 |
| | Post | | | | | | | | | 1 | | | | 1 | 4 | 6 | 3 | 5 | 4 | 5 | 3 | ■9 | 7 | 6 | 1 | 14 | 69 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | 408 |

*-Includes only those students continuing from September through May

x-September median book placement

■-May median book placement

HIGH INTENSITY LEARNING CENTERS (HILINC) in reading provided individualized instruction for eligible students from fourth through twelfth grades. Materials and services were provided through a management system designed by Dr. S. Alan Cohen of Yeshiva University, New York, and developed through Random House. While placement in a center was determined on a pre-testing basis, the work a student did was individually prescribed and self-directed. The student was placed at an instructional level at which he could succeed.

Approximately twenty-five pupils were scheduled into HILINC centers for one period (40 to 60 minutes) each day. At the outset of the project, pupils were diagnosed on an initial module of Instructional Objectives Tests to determine some of each child's specific needs. Specific materials and activities for each child were then prescribed according to this initial diagnosis. This process continued throughout the year -- diagnosis and prescription. As the child mastered each instructional objective, new Instructional Objectives Tests were administered and new prescriptions assigned. The student moved at his own pace. The materials and activities were selected to provide maximum responsiveness to the pupil's need in terms of skill, content, level and rate of learning. The materials were, for the most part, self-directing and self-correcting. Most were carefully sequenced so that pupils could move on independently with a minimum of teacher direction.

In each center one teacher and one teacher aide served the students and worked with all teachers in familiarizing them with the High Intensity Learning Centers for reading. The teachers and aides were supervised by members of the Instruction Department.

OBJECTIVE I

Gain 1.0 grade level on the reading comprehension subtest of an established standardized reading test on which the student has scored within +1 or -1 standard deviation on the pre-test.

* * * * * * * * * * * * * * * *

During the course of the 1972-73 school year 4930 students participated in the HILINC program. Of these 4046 were in centers located in Title I public schools and 884 were in private schools located in the area designated for the Title I project.

In as much as the HILINC program was designed for individualized instruction, many student participants in the fall of 1972 were no longer active in the spring of 1973. Reading comprehension tests (Gates MacGinitie and California Achievement) were administered to students as they entered the program and again at the close of the school year. The difficulty level of the tests administered corresponded to the level of reading at which the student was reading. The post-test administered was also at this "instructional" level. The table below shows the average shift for public school participants at each grade level.

SHIFTS IN READING COMPREHENSION SCORES

October 1972 - May 1973

| Grade | Number of Students | Average Gain |
|---|---|---|
| 3 | 108 | 1.2 |
| 4 | 425 | .9 |
| 5 | 505 | 1.2 |
| 6 | 548 | 1.0 |
| 7 | 256 | 1.2 |
| 8 | 211 | 1.2 |
| 9 | 156 | 1.2 |
| 10 | 86 | .9 |
| 11 | 64 | .9 |
| 12 | 35 | .3 |
| Total | 2394 | 1.07 |

On the basis of fifty-nine percent of the HILINC participants the average shift in reading comprehension as measured at the instructional level was slightly in excess of one year. The lapsed time between the pre- and post-testing was seven months (seven-tenths of a year). The 2394 students reported include all those for whom both pre- and post-test data was available. Five hundred seventy-seven students entered the program after November and were not included in this analysis. Other students moved away from the school, missed pre- or post-testing or discontinued their participation in the program. Therefore, it can be said that there was an average gain of one year in reading comprehension for students continuing in the HILINC program for seven months.

A further analysis of this shift gives greater insight into the thrust of the 1972-73 HILINC program. Students participating in the program were selected from among those having "less than average" reading skills. In other words, students scoring less than the 50th percentile on a standardized group achievement test in reading were selected as partitipants in the program.

On the basis of pre-test reading comprehension scores, these participants, in the past, increased this skill by 5.86 months during a seven month instructional period. The table below shows the expected growth in months for each grade based on the same students' past performance.

HILINC PARTICIPANTS 1972-1973

Expected Gain In Reading Comprehension Skill
During A Seven Month Period

| Grade | 3 | 4 | 5 | 6 | Elem | 7 | 8 | 9 | 10 | 11 | 12 | Sec. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students | 108 | 425 | 505 | 548 | 1586 | 256 | 211 | 156 | 86 | 64 | 35 | 808 | 2394 |
| Months | 7.8 | 6.4 | 5.9 | 5.9 | 6.2 | 5.2 | 5.0 | 5.6 | 5.5 | 5.5 | 5.6 | 5.3 | 5.9 |

Actual changes in reading comprehension were determined by post-testing after a seven month period. These results are summarized below.

HILINC PARTICIPANTS 1972-1973

Actual Gain In Reading Comprehension Skill
During a Seven Month Period

| Grade | 3 | 4 | 5 | 6 | Elem | 7 | 8 | 9 | 10 | 11 | 12 | Sec | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students | 108 | 425 | 505 | 548 | 1586 | 256 | 211 | 156 | 86 | 64 | 35 | 808 | 2394 |
| Months | 11.7 | 8.9 | 11.6 | 10.4 | 10.5 | 11.7 | 12.4 | 12.5 | 9.3 | 9.0 | 3.1 | 11.2 | 10.7 |

The impact of the HILINC program becomes more visible when a comparison of the actual shift in reading comprehension is compared with the expected shift based on the past performance of program participants. The actual shift of 2394 students completing both the pre and post tests amounted to ten and seven tenths (10.7) months. Previous performance of the same students was five and nine tenths (5.9) months gain during a seven month instructional period. The following table summarizes differences between expected and actual changes in

reading comprehension skill as measured by pre- and post-testing at the instructional level of the participants.

HILINC PARTICIPANTS 1972-1973

Difference Between Actual And Expected Gains
In Reading Comprehension

| Grade | 3 | 4 | 5 | 6 | Elem | 7 | 8 | 9 | 10 | 11 | 12 | Sec | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students | 108 | 425 | 505 | 548 | 1586 | 256 | 211 | 156 | 86 | 64 | 35 | 808 | 2394 |
| Months | 3.9 | 2.5 | 5.7 | 4.5 | 4.3 | 6.5 | 7.4 | 6.9 | 3.8 | 3.5 | - | 5.9 | 4.8 |

Gains in reading comprehension were greater than those experienced by present program participants in grades three through eleven. Several factors prevented adequate data collection for "graduating" seniors in the program.

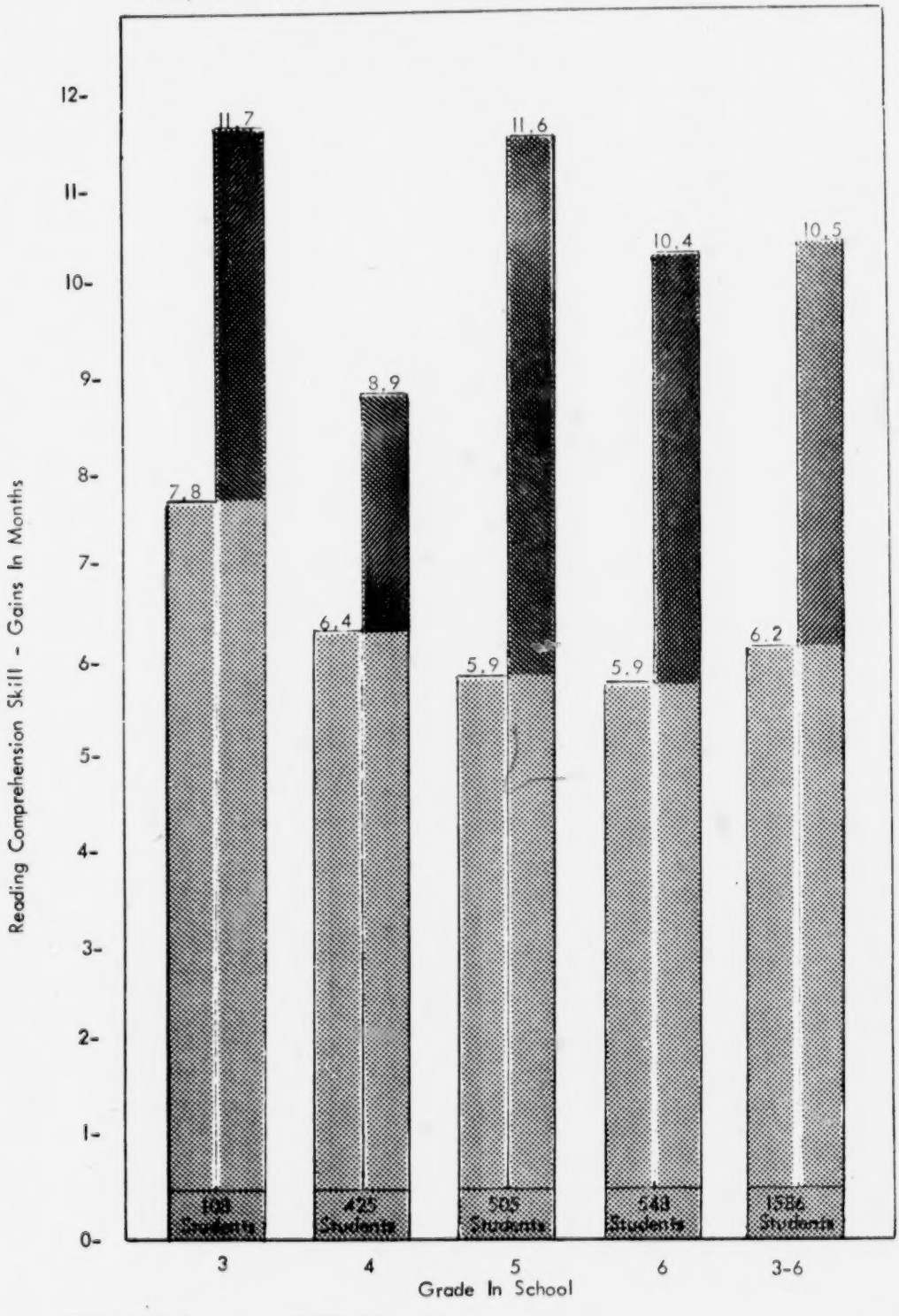
The reading comprehension "bonus" of the program at the elementary school level amounted to four and three tenths (4.3) months. This rate of growth is sixty-nine percent greater than the growth previously experienced by these students before entering the program. At the secondary level, students previously averaged five and three tenths (5.3) months gain during a seven month instructional period. These participants showed a gain of eleven and two tenths (11.2) months growth or an increase of one hundred elevel percent during 1972-73 school year. These shifts were significant at the one percent level in grades three thought ten.

At the outset of the program a "hoped for" accomplishment was a gain of a month for each month the student participated in the program. This goal was exceeded by three and five tenths (3.5) months at the elementary school level and four and two tenths (4.2) months at the secondary level. This criterion for success of the HILINC program was more than adequately met during 1972-1973.

The following graphs constructed from the preceding data show the thrust of the HILINC program on the skill of reading comprehension.

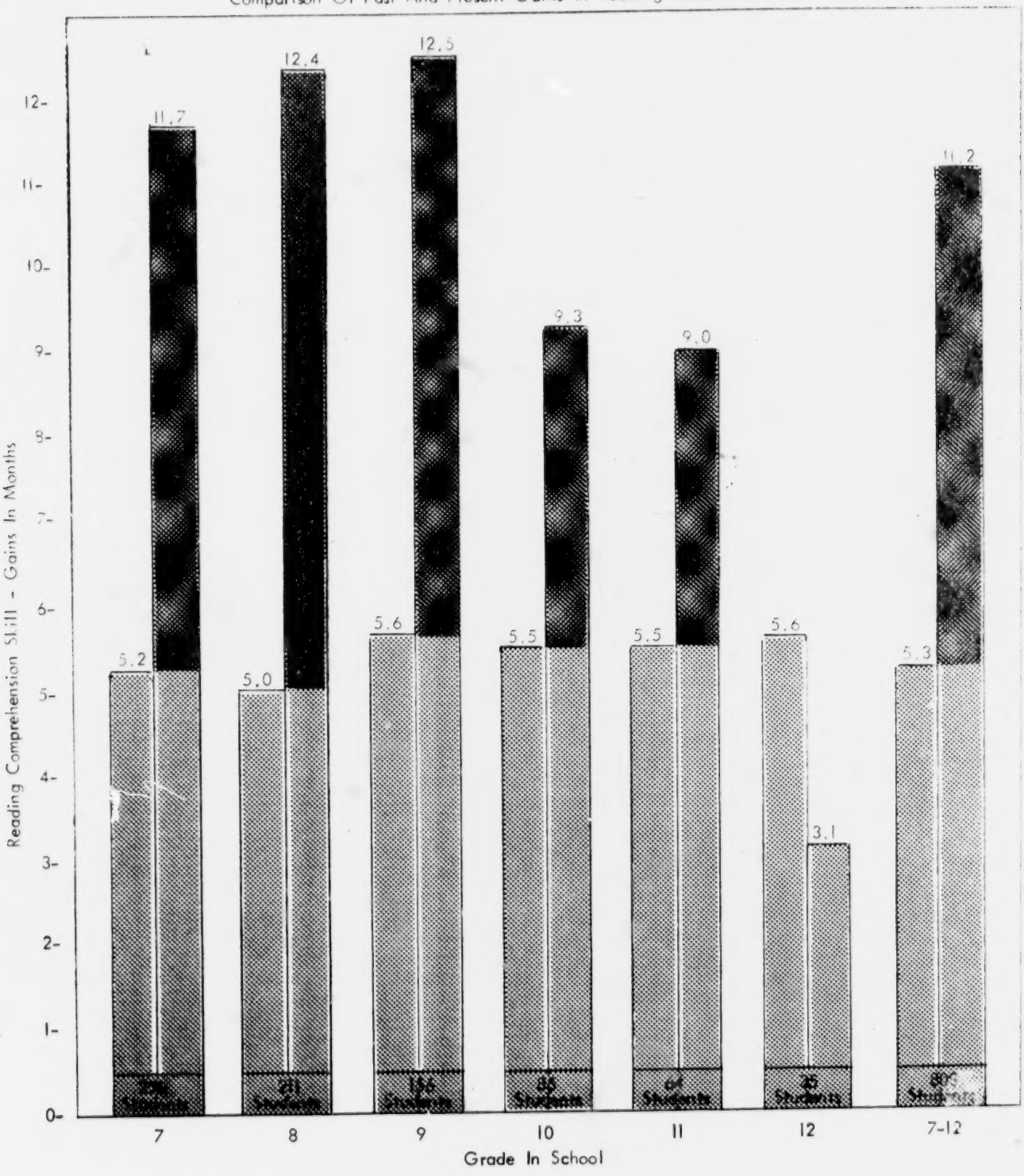
ELEMENTARY HILINC PARTICIPANTS 1972-1973

Comparison Of Past And Present Gains In Reading Comprehension Skill



SECONDARY HILINC PARTICIPANTS 1972-1973

Comparison Of Past And Present Gains In Reading Comprehension Skill



OBJECTIVE 2

Master 35 reading instructional objectives which on the pre-test indicated a deficiency.

* * * * * * * * * * * * * * * *

Preliminary examination of the student record forms in several centers show a sufficient number of instructional objectives accomplished to meet this objective. A detailed compilation of this information is in process.

OBJECTIVE 3

Show a mean gain pre-post on a questionnaire about attitude toward reading and reading instruction equal to 35% of the common (within) standard deviation of the two assessments.

* * * * * * * * * * * * * * * * *

Research of questionnaires, rating scales, attitude scales, paper and pencil tests and check lists does not reveal an adequate instrument upon which to determine attitude shifts toward or away from reading and reading instruction. Therefore, no data is available.

# PSYCHOLOGICAL SERVICES

ACTIVITY NUMBER 29

SUPPORTIVE PSYCHOLOGICAL SERVICES ACTIVITY NUMBER 29

The Title I Supportive Psychological Services activity provided valid justification and guidance in determining the needs of the educationally deprived child. Through this activity additional specialists were employed to determine ability levels and evaluate educationally disadvantaged children in the Title I instructional program. This information is a pertinent factor in determining the programming needs of these children.

The need to identify and help children in Title I schools with emotional, psychological or learning disorders is another aim of the supportive program of the Psychological Services of the Omaha Public Schools.

This program strives to identify and thus alleviate problems before they become great so that each student may make appropriate educational progress.

OBJECTIVE 1

Employ ten additional full-time psychological personnel in order to identify students in the Title I area in need of special programs. Five full-time clerks will be employed.

* * * * * * * * * * * * * * * * *

Only eight professional psychological personnel were qualified and available. These were employed for the year 1972-73. Four of these were at psychological assistant level and four were psychological testers. Two of the testers then worked a 30-hour week. Five clerks were provided throughout the school year. These persons supplemented the services being rendered in the Title I area.

See Table 1 for services rendered by Title I funded professional personnel.

TABLE I

Psychological Evaluations by Grade - 1972 - 1973

| Code No. | Pre-Kdg. | K | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | Not in Sch. | Special | Ungraded Other | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 15* | - | 27 | 1 | 2 | 27 | 74 | 89 | 86 | 69 | 48 | 22 | 35 | 42 | 15 | 1 | 1 | 33 | 572 |
| 23* | - | 29 | | 2 | 18 | 118 | 79 | 58 | 54 | 45 | 40 | 38 | 31 | 8 | - | 2 | 31 | 553 |
| 25 | 4 | 3 | 25 | 6 | 12 | 21 | 32 | 21 | 15 | 10 | 1 | 5 | 2 | - | 3 | 69 | 7 | 236 |
| 30 | 5 | 2 | 17 | 6 | 14 | 21 | 42 | 27 | 16 | 22 | 6 | 1 | 4 | 1 | 5 | 97 | 4 | 290 |
| 35 | - | 3 | 6 | 11 | 4 | 22 | 28 | 30 | 42 | 25 | 13 | 11 | 5 | - | - | - | 5 | 205 |
| 37* | - | - | - | 1 | 32 | 53 | 43 | 67 | 53 | 158 | 116 | 51 | 44 | 18 | - | 2 | - | 638 |
| 81* | - | - | - | 1 | 24 | 56 | 60 | 66 | 48 | 133 | 108 | 30 | 31 | 8 | 1 | - | - | 566 |
| 82 | 3 | 7 | 26 | 18 | 6 | 26 | 38 | 10 | 21 | 15 | 2 | 3 | 5 | 1 | 5 | 33 | 2 | 221 |
| Sub Totals | 12 | 71 | 75 | 47 | 137 | 391 | 411 | 365 | 318 | 456 | 308 | 174 | 164 | 51 | 15 | 204 | 82 | |
| Total | | | | | | | | | | | | | | | | | | 3281 |

*Psychological Testers

Other services such as consulting with parents, school personnel and outside agencies etc., are not included in the above table, as these services are considered an integral part of the evaluative procedure.

OBJECTIVE 2

Assist the Title I evaluator and teachers in the group pre- and post-testing of all Title I area and control group students in grade K-12.

* * * * * * * * * * * * * * * * *

The administration of such tests did not require the assistance of Psychological Services during the 1972-73 school year.

OBJECTIVE 3

Administer ability level tests to students participating in the High Intensity Learning Centers for reading.

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Individual IQ scores were obtained for 5353 students considered for involvement in the HILINC program. This included 934 private school students. By the end of the year, all but 19 chronically absent students had been evaluated on an individual basis or existing appropriate scores were found for them in the Department of Psychological Services. In the beginning of the year Title I personnel were involved in verifying students for the HILINC program. A total of 3157 new evaluations were done and 2196 students were certified by re-examination of the individual psychological tests already done.

OBJECTIVE 4

Provide individual testing for all first grade children not previously tested in Title I schools or at the Psychological Services clinic as time permits. Kindergarten testing when time permits.

* * * * * * * * * * * * * * * * *

Information shown under Objective I indicates that 71 kindergarteners were evaluated individually by Psychological Services personnel and that 75 first grade children were evaluated during the year.

OBJECTIVE 5

Provide additional individual testing for eligible Title I area students as deemed necessary by the professional staff.

* * * * * * * * * * * * * * * * *

Psychological Services personnel provided services to individual students referred because of special needs and problems. These referrals were routed to one of the four qualified psychological assistants through regular school channels. Many students were found in the screening tests who appeared to need more intensive study. These evaluations were then conducted in the Psychological Services Clinic or in the school.

Problems referred for study included, but were not limited to the following:

1. Placement decisions
2. Emotional difficulties
3. Academic
4. Juvenile Court
5. Reading Clinic
6. Requests from the medical profession
7. Requests from social agencies dealing with the child or his family.
8. Behavioral irregularities

Various and appropriate psychometric techniques were utilized in determining ability level, academic, social and emotional functioning of the students referred for evaluation. Psychological personnel also served in consultative capacities regarding individual or group problems which arose.

Psychological personnel evaluated thirty-four students for Project Excellence to determine their eligibility for Title I programs. These students were given full evaluations and reports were sent to the schools, with a list of results to the Title I Coordinator. Four private schools were involved in this project.

Another service rendered included 310 full scale ability tests given for placement in the Special Education Program of the Omaha Public Schools.

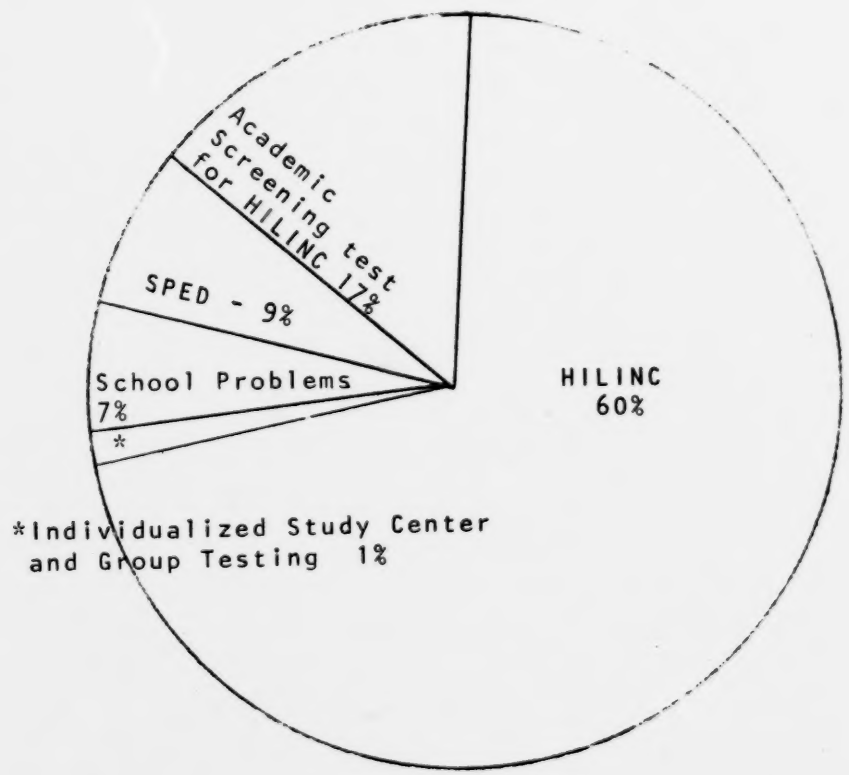
Seventeen evaluations were done for the Jr. High Individualized Study Center.

Twenty-four students scoring low on a group ability survey test administered to Title I third graders in 1971-72 were re-evaluated individually to provide a more accurate measure of their ability. Reports were provided to the schools.

Other requests accounted for a total of 3281 evaluations of some type for Title I students by Title I personnel in the Department of Psychological Services.

To aid in the effort of determining eligibility for secondary students where previous test information was not available, the Department of Psychological Services was called upon to administer, score and report on screening academic achievement tests to those students who were recommended for enrollment in the HILINC program. In all, 566 secondary students were evaluated as follows: 1 seventh grader; 311 eighth graders; 254 ninth graders; total 566 students.

DISTRIBUTION OF EVALUATIONS SHOWN BY REFERRAL SOURCE



# COUNSELING

ACTIVITY NUMBER 30

SUPPORTIVE COUNSELING ACTIVITY NUMBER 30

OBJECTIVE 1

Provide through the community aides the supportive services for children participating in a Title I instructional program.

* * * * * * * * * * * * * * * * * *

The first objective of this activity is to support students participating in Title I instructional programs. Of the many duties performed by community aides, none were more helpful than those which facilitated communication between the home and the school. This liaison function continued throughout the year.

Reports of four representative community aides were summarized to show the number and kind of home-school contacts which were made during the school year.

CONTACTS MADE BY FOUR REPRESENTATIVE COMMUNITY AIDES

| School | Reasons for Contacts | | | | | |
|---|---|---|---|---|---|---|
| | Attendance | Behavior | Welfare | Health | No Code Given on the Report | Total |
| Assumption | 896 | 12 | - | 110 | 15 | 1033 |
| Bancroft | 2287 | 13 | - | 17 | 38 | 2355 |
| Kennedy | 558 | 172 | 86 | 98 | 12 | 926 |
| Lothrop | 908 | 74 | 34 | 63 | 15 | 1094 |
| Percent of Total | 86.0 | 5.0 | 2.2 | 5.3 | 1.5 | 100 |

Community Aides at the four schools shown above made 5408 supporting contacts for 1506 different students. Eighty-six percent of these contacts were on matters of

attendance, five percent on matters of health and five percent for behavior.

CONTACTS MADE BY FOUR REPRESENTATIVE COMMUNITY AIDES

| School | Type of Contact | | | |
|---|---|---|---|---|
| | Telephone | Home Visit | Other | No Code Given on the Report |
| Assumption | 172 | 23 | 838 | - |
| Bancroft | 2167 | 147 | 10 | 31 |
| Kennedy | 736 | 133 | 57 | - |
| Lothrop | 603 | 428 | 56 | 7 |
| Percent of Total | 68 | 13.5 | 17.8 | .7 |

Seven hundred thirty-one home visits were made by these four aides. This represented thirteen and five-tenths percent of the total contacts. Sixty-eight percent of the contacts were made by telephone.

CONTACTS MADE BY FOUR REPRESENTATIVE COMMUNITY AIDES

| School | Person Contacted | | | | | | |
|---|---|---|---|---|---|---|---|
| | Mother | Father | Sibling | Student | Relative | Other | No Code Given on the Report |
| Assumption | 733 | 26 | 3 | 165 | 100 | 6 | - |
| Bancroft | 1266 | 130 | 250 | 417 | 201 | 48 | 43 |
| Kennedy | 637 | 20 | 25 | 72 | 105 | 67 | - |
| Lothrop | 604 | 52 | 3 | 154 | 208 | 65 | 8 |
| Percent of Total | 60.0 | 4.3 | 5.2 | 14.8 | 11.4 | 3.4 | .9 |

Sixty percent of all contacts were made with the student's mother. Matters of attendance constituted the principal thrust of this program.

A further study of available data for the fifty-four community aides was carried out. The period covered extended from September 5, 1972 through December 31, 1972. A total of 12,534 contacts were reported. Seventy-one percent (8862) of the contacts were made by aides working in public schools and twenty-nine percent (3672) were made by the aides working in the private schools. A distribution of the contacts made by grade level is shown below.

CONTACTS MADE BY FIFTY-FOUR COMMUNITY AIDES - SHOWN BY GRADE

| Grade | Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|
| Contacts | 2 | 730 | 1064 | 949 | 899 | 1007 | 985 | 1028 |
| Percent | 29.1 | | | | | 24.1 | | |

| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Ung. | Total |
|---|---|---|---|---|---|---|---|---|
| Contacts | 1268 | 1359 | 1039 | 529 | 472 | 367 | 837 | 12534 |
| Percent | 29.2 | | | 10.9 | | | 6.7 | 100 |

Another look at the information available reveals seventy-four percent of the contacts were made on matters of attendance. Fourteen percent of the contacts were made for matters involving health. Support relating to behavior and general well-being of students accounted for another twelve percent of the contacts made during this reporting period.

REASONS FOR COMMUNITY AIDE CONTACTS

| Business | Attendance | Behavior | Welfare | Health | No Code Given on Report | Total |
|---|---|---|---|---|---|---|
| Contacts | 9247 | 743 | 732 | 1688 | 124 | 12534 |
| Percent | 73.8 | 5.9 | 5.8 | 13.5 | 1.0 | 100 |

OBJECTIVE 2

The second objective of this activity is to coordinate all services and community resources to support the children participating in a Title I academic activity through counseling services. These services are to: conduct student conferences, conduct adult conferences, make necessary telephone contacts, help administer and interpret tests, make referrals to the appropriate service or agency, keep records up-dated, articulate student programs for promotion to other school settings, talk with adult groups about problems, meet with all school departments and orient students to the school program.

* * * * * * * * * * * * * * * *

Two elementary school counselors were employed during the 1972-73 school year to serve in a supportive role for children participating in a Title I instructional activity. They served Saratoga Elementary School and Pershing Elementary School. Since this is a new category of professional service for both the Omaha Public Schools and the Title I program, attempts were made to coordinate all services and resources available to help students achieve success in the school program. The two elementary counselors compiled the following statistics:

| | | |
|---|---|---|
| 1. | Student conferences | 721 total |
| 2. | Parent conferences | 476 total |
| 3. | Telephone contacts | 939 attempted contacts<br>523 successful contacts |
| 4. | Interpretation of test results | 13 total sessions with teachers |
| 5. | Referrals to agencies | 119 total contacts with other community agencies |
| 6. | Articulation of students entering other programs or schools | 41 total |
| 7. | Meeting with adult groups | 6 total group meetings |
| 8. | Conferences with other school professionals | 125 total |
| 9. | School orientation and group guidance activities | 48 total |

Seventy-five percent of the above statistics were in direct support of the reading activities funded by Title I The other twenty-five percent of the statistics related to determining student eligibility and ensuring students were being directed to the proper programs.

The administration, professional staff and parents in each of the attendance areas gave strong support to this particular activity and it was highly recommended by the two schools to be retained for next year.

OBJECTIVE 3

The third objective is to demonstrate the effectiveness of counseling as a supportive service to the academic success of individual students.

* * * * * * * * * * * * * * * * * * *

At this time we are not geared up to systematically relate counseling as a supportive service to the academic success of an individual student. Attempts will be made to show this type of relationship when more programming time and computer time become available through data processing facilities.

It should be noted that the administration, professional staff and parents of each of these school attendance areas felt the elementary counselors and community aides were essential in getting students to attend school regularly, getting parents to understand their children's needs and in getting children to understand their needs and the efforts that must be made to meet these needs. These factors are essential if students are going to achieve commensurate with their ability level. The charts and statistics listed in this section indicate the supportive services were performed and the test scores from the reading activities indicate that children are achieving better. All of the activities together are making a difference.

# IN-SERVICE

ACTIVITY NUMBER 36

CAREER OPPORTUNITIES PROGRAM ACTIVITY NUMBER 36

Educationally disadvantaged children benefited from the combined efforts of the classroom teacher and aides of the Career Opportunities Program. Their partnership in the classroom has brought a fresh outlook and better understanding into the Title I instructional program.

Since its establishment in June, 1970, 60 persons. . . ten of whom are supported by Title I funds. . . have qualified to participate in the Career Opportunities Program. Selected on the basis of low income and good character, these aides have widely differing educational backgrounds. For this reason they are training to work in education at various levels.

The aide spends part of the day in the classroom serving educationally deprived children and part in university training. Teachers and team leaders provide supervision. Funding comes from the Education Professional Development Act, the Johnson-O'Malley Act, Title I, the Omaha Public Schools and the Concentrated Employment Program.

INTRODUCTION

The Career Opportunities Program's overall objective was to expose capable persons from low income areas to educational careers in an effort to improve the educational and employment opportunities for the poor.

In addition to providing career opportunities in education for persons from low income backgrounds, the Career Opportunities Program (COP) attempted to improve the quality of instruction in the classroom.

Under the supervision of experienced teachers and team leaders, COP aides were employed in the schools while participating in college courses that could ultimately prepare them as professionally degreed teachers.

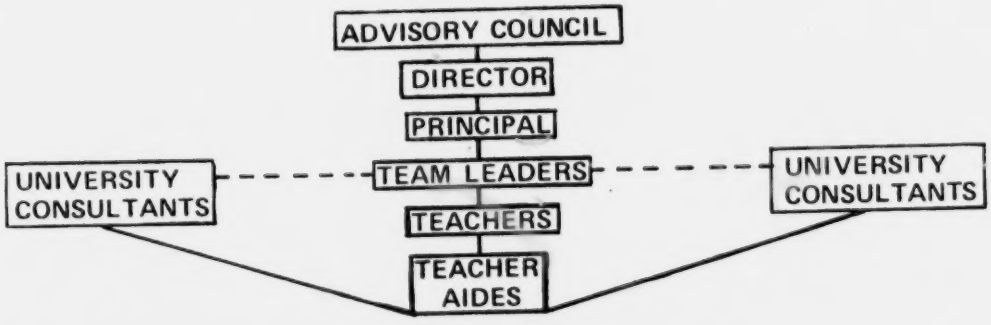
Designed for people who had the ability and desire to help provide better education for children, the program employed both Vietnam veterans and non-veterans regardless of their academic backgrounds.

During 1972-1973, the program was in six schools; Clifton Hill, Conestoga, Druid Hill, Lake, Lothrop and Saratoga. All six schools served areas where over eighty

percent of the pupils came from low income homes and had educational achievement problems.

The program was governed by an advisory committee of individuals representing the communities, schools, universities, paraprofessions, participating aides and other linking organizations from the community.

The diagram shown below attempts to illustrate the staff-line relationships within the Career Opportunities Program.




The following information describes the Career Opportunities Program with specific reference to each objective. The discussion following each objective is drawn from descriptive information for the total program.

OBJECTIVE I

To provide staff to give increased attention to each pupil

* * * * * * * * * * * * * * * * *

The Career Opportunities Program aides performed a variety of tasks in the classroom including: clerical and housekeeping assignments, instructional and non-instructional work with students, and use of audio-visual equipment. Their instructional duties have been mostly reinforcement and very little initiating.

The following list of tasks represents a summation of the activities performed by Career Opportunities Program aides:

1. Sought out library and instructional materials and brought them to students' attention.
2. Taught lessons in math, reading, social studies as university methods class assignments.

3. Created and made games used in reading and math for increasing comprehension abilities.
4. Wrote the morning news with the students as children dictated. Aide would write the story; lead children into reading newspaper.
5. Helped to improve math skills by tutoring children in counting by ones, twos, threes, and fives; by drilling children on number facts and number recognition.
6. For PTA and Coronation programs, aides taught children how to walk; coached and rehearsed children in speech which helped them to improve in conversational abilities and gave them poise in public presentations.
7. Aides checked seatwork as children worked and pointed out errors or encouraged those who were doing correct work.
8. Monitored Project Read and Math program materials.
9. Checked and recorded in-book tests.
10. Worked with children who needed remediation in recognizing letters, colors and numbers.
11. Read stories to class or led children in singing.
12. Practiced non-directive counseling by being available when children needed to have someone to talk to.
13. Helped students who had been absent to "catch up" with their work by tutoring and testing them on lessons missed.
14. Assisted with supervision of children at school assemblies which involved coaching them in formulating questions for assembly speakers.
15. Followed up assembly programs in classroom with planned discussion activities.
16. Used flash cards to work with small groups for math and reading.
17. Helped children with map skills by teaching them how to read map legends and to use map scales to figure out distances in miles, etc.
18. Helped small groups with written reports by demonstrating proofreading skills as a check on comprehension and accuracy in writing.
19. Took children to library and helped them find appropriate materials at their reading and interest level.
20. Helped children to set goals and evaluate their own progress through personal discussion.
21. Helped children to make charts to show weekly progress in math, spelling, and numbers of books read.
22. Used lunch period to teach children to eat the proper foods (nutrition)
23. Taught cafeteria conduct during lunch period.
24. Conducted safety patrol activities: scheduled children and taught rules of safety in crossing streets.

25. Taught playground conduct.
26. Organized and conducted Easter Egg Hunts, Fashion Shows, and Christmas programs.

OBJECTIVE 2

To recruit persons of poverty background to take position as teacher aides or members of a teaching team in designated schools.

* * * * * * * * * * * * * * * * *

The specific plan for recruitment of COP personnel specified that a prime source for participants will be those persons already functioning as paraprofessionals in the Omaha Public School System. Head Start aides, library aides, community aides, remedial reading aides, Special Education aides, and physical education aides. From this group COP aides were selected. Others like cafeteria aides were also reassigned if interested to COP teaching teams. Youth who were tutoring younger children on a volunteer basis, Neighborhood Youth Corps and Upward Bound participants were recruited for the Youth Teaching Youth component of the program.

One of the most effective methods used to recruit new persons into the program was by word of mouth in the school communities. Residents working as paraprofessionals and persons who were serving on the Advisory Committee proved to be enthusiastic recruits. The schools publicized the program through communication with the PTA and notes to parents. Principals and teachers suggested possible candidates from among acquaintances in the community. Information was also spread by area churches and GOCA community centers. Representatives of the Greater Omaha Community Action also served on the Advisory Committee. Professional staff from both the University of Nebraska at Omaha and Creighton University also served on the Advisory Committee.

New Careers, a component of the Concentrated Employment Program of the City of Omaha, participated in this project and recruited and assisted in the selection process. Active in locating employment opportunities for minority group persons, the Urban League disseminated information and referred possible participants.

The Omaha office of the Nebraska State Employment Service referred candidates, as did the Veteran's Administration. Staff members, particularly community aides, in the communities involved utilized home visitations and school-family contacts to disperse information. In addition, dissemination of information was effected through newspapers, radio, television

and the posting of circulars containing information on career opportunities in the program. The Offutt Air Force Base newspaper was used and the Chief of Personnel at the base, as well as at other regional military installations, were contacted so information could be given and interviews held with service men prior to discharge.

Criteria for Selection

Criteria established for selection of trainees were as follows:

1. Low income

2. Fully representative of prevailing minority groups (black for Omaha schools; Indian for Macy and Winnebago schools).

3. Of the sixty persons assigned as paraprofessionals, approximately twenty-five were veterans, Additional men and women were selected from the non-veteran applicants.

4. Submitted references testifying to moral character.

5. Showed experience, knowledge and interest in the target population.

6. Exhibited maturity and ability to profit from and contribute to the program.

7. Presented a health examination including chest x-ray.

Selection

Selection was based upon information obtained on each candidate through references, information from previous contacts through school and community activities, previous records of school and employment and personal interview.

Entrance requirements focused on the personal qualities and the potential rather than upon his educational background.

All participating schools serve areas where over 80% of the pupils come from low income families and have educational achievement problems.

The two-fold purpose of the program is to improve the quality of learning for pupils and to provide career opportunities in education for persons with low income.

Initially, aides were assigned to primary grades in five schools and to intermediate grades in the sixth school.

They worked with children who were below grade level achievement. This was done in order to give additional aid to low achieving pupils in helping them to "catch up" with their classmates.

The following list shows Career Opportunities Program aides and team leaders employed in the six Title I schools during 1972-73.

| Clifton Hill | Conestoga | Druid Hill |
|---|---|---|
| Abram, Charles | English, Rodney | Brewer, Fern |
| Alston, Arthur | Johnson, Larry | Craddock, Maurice |
| Crossley, Bennie | *Johnson, Loretta | Hall, James |
| Haynes, Florence | Jones, Jeanette | McCants, Gregory |
| Holcomb, David | Lewis, Charles | Moore, Juanita |
| Watson, Joan | *Stewart, Willie | Paris, Lloyd |
| Washington, Lamont | Taylor, Allen | Pullum, Robert |
| Team Leader: | Team Leader: | Team Leader: |
| Taylor, Eunice | Patterson, Maurice | Harper, Thelma |

| Lake | Lothrop | Saratoga |
|---|---|---|
| *Dixon, Elleanor | *Beaugard, Pearlie | Bruce, Robert |
| Harmon, William | Fountain, Robert | Hughes, Charles |
| McCants, Larry | Fulghem, Aurietha | Miller, Christine |
| Sanders, Christina | *Hollingsworth, Flossie | Rose, Harold |
| *Sanders, Mable | McCallister, Morris | *Saunders, Saundra |
| *Smith, Grace | *McClendon, Elno | Scott, Loretta |
| | Nelson, Alberta | Waters, Lillie |
| Team Leader: | Outlaw, Evalyn | |
| | *Richardson, Erma | Team Leader: |
| Buckner, Joyce | Riley, Michael | |
| | Thomas, Charles | Hevrdeys, Hannelore |
| | Williams, Charles | |
| | Team Leaders: | |
| | Faulkner, Iris | |
| | Jackson, Sammye | |

*Title I supported

OBJECTIVE 3

To create an orderly entry of paraprofessionals into roles described by the Career Opportunities Program.

* * * * * * * * * * * * * * * * *

The Advisory Council of the Career Opportunities Program met both in one body and sub-committees to identify and improve specific areas of the Career Opportunities Program.

The Career Lattice Committee was one of the sub-committees. It met 3 times during the 1972-73 school year. A primary concern of this committee was the improvement of the career lattice. A revision of the career lattice was submitted and adopted by the Career Opportunities Program Advisory Council. The revised career lattice provided a range of seven steps beginning with Teacher Aide I with no educational background and ending with Teacher Aide VIII which is the student teaching step. Training and academic requirements as well as salary increases were provided to motivate advancement up the career ladder.

The skills attained by two upper level Career Opportunities Aides can be seen on a video tape prepared as a critique for a team leader - cooperating teacher inservice meeting.

The following table shows the 1972-73 career lattice of aides employed in the Career Opportunities Program. The educational requirement, requirements for entrance and advancement, the functions and salary schedule of aides are included in the structure.

CAREER LATTICE 1972-73

| | Educational Requirements | Requirements for Entrance and Advancement | Functions | Salary Levels |
|---|---|---|---|---|
| Aide I: | None | 1. Physical Exam<br>2. 18-45 years of age<br>3. Satisfactory-regular evaluation (once per month) | 1. Non-instructional activities<br>2. Semi-instructional activities under direction of supervisor | $1.85<br>1.95<br>2.05 |
| Aide II: | High School Diploma or General Education Development (GED) | 1. Satisfactory (Average) evaluation of on-the-job performance<br>2. "C" average in course work | 1. Functions of Aide I<br>2. Assume additional instructional activities<br>3. Develop stronger relationships with teachers and pupils<br>4. Aid in developing rapport with parents and the community | 1.95<br>2.05<br>2.15 |
| Aide III: | 18-35 College hours | 1. Satisfactory Evaluation | 1. Functions of Aide II<br>2. Increased responsibility in the classroom | 2.05<br>2.15<br>2.25 |
| Aide IV: | 36-53 College hours | 1. Satisfactory Evaluation | 1. Functions of Aide III<br>2. Become more deeply involved in planning educational activities<br>3. Begin to develop a special skill-in reading media, art, p.e., music etc. According to ability and interest | 2.15<br>2.25<br>2.35 |
| Aide V: | 54-71 College hours<br><br>Number assigned:<br>Title I - 3 at level 2<br>2 at level 3 | Same as above | 1. Functions of Aide IV<br>2. Assume responsibility for limited periods of time in emergency or brief absence of teacher | 2.25<br>2.35<br>2.45 |
| Aide VI: | 72-89 College hours<br><br>Number assigned:<br>Title I - 4 at level 3 | Same as above | Alternatives:<br>1. Enter new program attend college full time<br>2. Continue functions of Aide V - develop specialty<br>3. Remain at level F and advance horizontally on career ladder-lattice | 2.35<br>2.45<br>2.55 |
| Aide VII: | Over 90 College hours<br><br>Number assigned:<br>Title I - 1 at level 3 | Same as above | Student teaching | 2.45<br>2.55<br>2.65 |

The school assignment for 1972-73 and the educational progress shown by the ten Career Opportunities participants employed through Title I is shown in the table below.

| AIDES | School Assignment 1972-73 | Educational Level * | | |
|---|---|---|---|---|
| | | Entry | July 1972 | June 1973 |
| 1. | Lothrop | 10th Grade | GED and 69 hrs. | 100 hrs. |
| 2. | Lake | UNO 11 hrs. | 38 hrs. | 89 hrs. |
| 3. | Conestoga | UNO 23 Hrs. | 90 hrs. | 126 hrs. |
| 4. | Lothrop | H.S. Diploma | 66 hrs. | 100 hrs. |
| 5. | Lothrop | H.S. Diploma | 45 hrs. | 81 hrs. |
| 6. | Lake | 11th Grade | GED and 69 hrs. | 103 hrs. |
| 7. | Saratoga | H.S. Diploma | 50 hrs. | 81 hrs. |
| 8. | Lake | H.S. Diploma | 72 hrs. | 99 hrs. |
| 9. | Conestoga | H.S. Diploma | 51 hrs. | 70 hrs. |
| 10. | Lothrop | 11th Grade | GED and 46 hrs. | 85 hrs. |

OBJECTIVE 4

To select and assemble professional and paraprofessional staff members to implement team teaching involving differentiated staffing.

* * * * * * * * * * * * * * * * *

Modified team teaching has been practiced in some classrooms with teachers and aides working in concert.

Students in some classrooms have been organized into groups. Each groups' activities were listed on the chalkboard. The organized activities were located at various centers in the classroom. The teacher and aide then worked with one group each, while the other groups were busy with planned activities at different learning centers in the room. During the course of the morning the teacher and aide rotated the work with each group. Thus, giving the children opportunities to work with individualized activities and also receive instruction from the "team".

OBJECTIVE 5

To provide special assistance, basic education and university study courses leading to the qualification of trainees and teacher aides, team teaching members or teachers.

* * * * * * * * * * * * * * * * *

The aides indicated the training received from the university was very effective in the areas of personal development, furthering knowledge of the subject and helping understand instructional techniques for use in the classroom.

Team leaders, teachers and principals were in agreement that the university training furthered the academic knowledge of the participants. The same group, however, was less impressed with the development of instructional techniques for use in the classroom and personal development of the participants.

A training schedule was designed to permit careful instruction of participants with minimum educational experience, to school service and University studies. The schedule provided for successful entry to academic course work and included basic education courses in reading and communication at the college level.

If participants had university course work before entering the Career Opportunity training, basic courses were bypassed to permit immediate entry to courses offered by the university. A normal load of studies for the participants who had not had previous university experience was six credits for each of the two summer sessions and nine credits each semester, three of which were given for work in the schools.

The following curriculum was structured in conjunction with the regular University Elementary School Certification Curriculum.

## CAREER OPPORTUNITIES CURRICULUM

### First Year

| Summer I 1970 | Sem.Hrs. | Summer II 1970 | Sem.Hrs. |
|---|---|---|---|
| Eng 11 Review of Eng Fund.I | 2 | Edu 11 Supervised Playground | 3PED 20 |
| Edu 10 Education Theory and Practives | 3 | Sph 51 Effective Comm. | 2 |
| Total | 5 | Total | 5 |

| Fall Semester 1970 | Sem.Hrs. | Spring Semester 1971 | Sem.Hrs. |
|---|---|---|---|
| Edu 15 Intro to Edu | 3 | Edu 123 Child Psych. | 3 |
| Edu 16E-1 Aide Practicum | 3 | Edu 16E-2 Aide Practicum | 3 |
| Hist 65 Survey of Afro-Amer. History in U.S. | 3 | Mth 5 Elem Math | 3 |
| Eng 12 Review of Eng Fund.II | 3 | Soc 100 Contem Black Social Issues | 3 |
| Elective | 3 | | |
| Total | 15 | Total | 12 |

### Second Year

| Summer I 1971 | Sem.Hrs. | Summer II 1971 | Sem.Hrs. |
|---|---|---|---|
| Eng 114 Black Lit in America | 3 | Edu 130 Lit for Children | 3 |
| Eng 190 Afro-American Dialect of English | 3 | Elective | 3 |
| Total | 6 | Total | 6 |

| Fall Semester 1971 | Sem.Hrs. | Spring 1972 | Sem.Hrs. |
|---|---|---|---|
| Eng 196 Intro to Lang Studies | 3 | Edu 121 Human Growth & Development | 3 |
| Hist 51 American History | 3 | NSC 2 Physical and Life Science | 4 |
| NSC 1 Physical and Life Science | 4 | Minor | 3 |
| Urban Schools | 3 | | |
| Minor | 3 | | |
| Total | 16 | Total | 16 |

### Third Year

| Summer I 1972 | Sem.Hrs. | Summer II 1972 | Sem.Hrs. |
|---|---|---|---|
| Hist 2 History of Civilization | 3 | Edu 65 World Georgraphy | 3 |
| Mus 54 Elementary School Music | 3 | Edu 175 Teaching of Reading | 3 |
| Total | 6 | Total | 6 |

| Fall Semester 1972 | Sem.Hrs. | Spring Semester 1973 | Sem.Hrs. |
|---|---|---|---|
| Edu 122 Educ Psych | 3 | Edu 172 Elem. Sch Edu | 3 |
| Edu 171 Elem School Educ | 3 | Eng 161 American Lit | 3 |
| Sph 140 Psh Tech for Tchng. | 3 | Thl 40 Intro Thlgl Stu | 3 |
| Phl 71 Philo. of Man | 3 | Phl 158 Phil of Society | 3 |
| Edu 171 Elem Sch Tch Aides | 1 | Edu 172 Inter Gr Tch Aide | 1 |
| Total | 13 | Total | 13 |

OBJECTIVE 6

To increase and strengthen the interest and participation of parents with their child in school activities.

* * * * * * * * * * * * * * * * * *

Questionnaires were sent to parents of the two hundred twenty-four students being assisted by Career Opportunities Aides. Of the ninety-nine which were returned eighty-five were filled out by mothers, six by fathers and four by both mother and father. Fifty-six of the families returning the questionnaire report they have lived in their present elementary school attendance area more than three years. Nineteen had lived in the area less than one year. The returns, therefore, may be said to summarize the feelings of both the long term and the relative newcomers to the school. Children in these families varied in age and grade placement as follows:

| Number by Age in Years | | | | Number in Each Grade | | | |
|---|---|---|---|---|---|---|---|
| Four | -24 | Ten | -26 | Pre School | - 6 | Third | -28 |
| Five | -23 | Eleven | -19 | Headstart | -17 | Fourth | -21 |
| Six | -35 | Twelve | -19 | Kindergarten | -31 | Fifth | -21 |
| Seven | -37 | Thirteen | -13 | First | -40 | Sixth | -18 |
| Eight | -39 | Thirteen Plus | -38 | Second | -53 | Other | -69 |
| Nine | -31 | | | | | | |

Eighteen respondents reported being well-informed about Career Opportunities Program, fifty-eight others were aware of the program, ten were not sure about the program and eleven reported they did not know about the program at all. It is interesting to note five of the eleven above parents had not yet visited the school.

Other responses reported on the questionnaire indicate the feeling of these parents toward the school and the program. Seventy-five, all those reporting, talked with their child's teacher about school work during the year. Fifty-four of ninety-four reports indicate the conferences with teachers were very good. Twenty-nine parents also report having talked with the COP aide about their child's work in school.

The distribution of parents responses to several of the items included in the questionnaire appear below.

| | One | Two | Three | Four | Five | Six | Seven or more | None This year |
|---|---|---|---|---|---|---|---|---|
| How many times have you visited the school during this year? | 9 | 11 | 12 | 21 | 12 | 4 | 13 | 11 |
| How many times have you talked with the principal this year? | 15 | 14 | 12 | 6 | 2 | 2 | 7 | 18 |
| How many times have you talked with your child's teacher about school work? | 13 | 24 | 19 | 11 | 5 | 3 | 0 | 0 |

| | Very Good | Satisfactory | Fair | Unsatisfactory | Undecided | Does Not Apply |
|---|---|---|---|---|---|---|
| How would you judge your visits or conferences with the teachers? | 54 | 28 | 5 | 3 | 1 | 3 |

| | Team Leader | | COP Aide | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| Have you met the Career Opportunities Program people in your school? | 28 | 61 | 40 | 48 |
| Have you talked with Career Opportunities people about your child's school work? | 16 | 71 | 29 | 60 |

| | Superior Contribution | Some amount of Contribution | Unsatisfactory Contribution | Not Sure |
|---|---|---|---|---|
| What amount of help do you feel the COP aides are providing in the way of individual attention to your child | 29 | 16 | 16 | 30 |

To the question about the teacher taking time to listen to the child almost half the parents reporting indicated they felt the teacher always listened to their child.

- always listens - 49
- listens some of the time - 28
- seldom listens - 3
- not sure - 15

Eighty-six of the ninety-nine respondents reflected on the present relationship between the school and the community. Sixty-six report a friendly - cooperative relationship, seven report the school as being generally helpful but not too friendly, thirteen indicated a lack of concern one for the other and none reported uncooperative or unfriendly relationship.

Specific interest was shown by thirteen parents who said they would like to be involved in the school program to the extent of having specific responsibilities or training. Fifty-seven parents said they would answer and return other questionnaire opinionnaires. Twenty-five more said it would depend on the questionnaire itself. This attitude of cooperation is also evident by the fact nearly half the questionnaires sent home by way of primary school children were completed and returned to the school.

Parent comments and suggestions were solicited. Several commended the Career Opportunities Program or referred to its effects. Others used this opportunity to express themselves on other topics of interest. The comments follow.

-I like the Career Opportunities Program. I think the aides are doing a very good job.

-Being frank myself, I feel the Career Opportunities Program is a wonderful program to have. It is especially helpful to each child in the school. Because it shows the child that someone else is interested in his or her learning as well as the teacher. At the moment I'm not sure because I may have a job this fall, but if not, will let you know my interest in getting involved in some training, if possible.

-I hope the children will be better supervised in the lunch-room, on the playground and in the classroom so that more attention can be placed on the school work. The teachers shouldn't have to interrupt classroom work to discipline so many unruly children. Children should be better disciplined at home.

-I think that the teachers cannot take up too much time with one child, but I do feel she has spent sufficient time with my child. I also feel that the teacher has helped me with

my child a great deal. Also, if something happens at the school they know how to deal with it.

-The children monitors are abusive to the children and I wish you would correct this. Teachers should listen when children complain about children hitting them.

-I do for one think this questionnaire is very nice for parents to fill out.

-I would like to become a teacher's aide or helper, in the future. At present I am employed as a teller at Western Electric. I hope in a year I can quit a full time job and work part time. So I can devote more of my time to helping small children.

-Find out what is at the bottom of the trouble before always punishing the one certain child and believing what the other kids say and know for sure yourself.

-On the 10th question, I answered the way I did because Monday the 21st I start to OIC myself and I will be going all day. I am sorry, but if there is anything else that I can do I would be more than glad to. And, as for my child, he has really improved greatly. I thank Miss Hiebert, Miss Saunders and Mrs. Reed; you three really deserve all of the credit for William's sudden change and interest in school some months ago. Thank you.

-No comments - however, I do believe teachers that care and are willing to help the community should remain as teachers. Often "ghetto" teachers are found unqualified and unconcerned about anything.

# INDIVIDULIZED STUDY CENTER

ACTIVITY NUMBER 93

'NDIVIDUALIZED STUDY CENTER ACTIVITY NUMBER 93

.NTRODUCTION

In a changing society, educators are initiating alternative school programs designed to meet the needs of all children and youth on a more flexible and individual basis.

With this in mind, the Omaha Public School System has developed the Individualized Study Center (ISC) program. Initiated in 1967-68 on the senior high level, the ISC attempts to meet the needs of students unable to succeed in a regular school setting. This relatively new and different educational concept also tries to assume a more complete approach to a specific group of students with problems of a personal, social, emotional or behavioral nature.

The first center, established in 1968 for eleven students, has led to development of four ISC's in the Omaha Public School System, each equipped to serve one hundred fifty students. In addition to the two high school centers and one vocational skills center, the junior high ISC, established in December of 1971, is now serving Omaha Public School Title I students.

A counseling oriented educational center, the junior high center has a planned instructional program designed to assist youth in making appropriate educational, social and personal adjustments. The prime focus of the center is acceptance, patience and concentration upon the positive attributes in each individual student.

OBJECTIVE I

Provide an environment which is designed to lead to wholesome personal and social adjustments.

* * * * * * * * * * * * * * * *

Before a student began his actual course work in the program, he received an orientation on the center's operation.

At the outset, emphasis was placed on understanding and acceptance through the use of individual and group counseling sessions. Individualized instruction allowed students to work at their own speed on material that was designed to give them successful experiences. During this introductory phase, students became familiar with the goals and rules of the center.

A student information sheet was used to gather additional information about the student and his family. The student was asked to explain, in his own words why he thought he had entered the center thus exploring his feelings and attitudes about his particular situation.

After completing these preliminary steps including class schedule arrangements, the student was taken on a tour of the building. He was shown the various class areas, introduced to teachers and usually began attending classes the next school Jay.

The following tables describe in part the nature of the student population being served at the Junior High Individualized Study Center. Distributions by grade of ability, race, principal reason for assignment to the study center are shown. An "age in grade" table shows sixty-four of the one hundred seven participants this year to have been within the normal age range for their respective grades.

TABLE 1

Ability Level Distribution

| | | Ability Level | | | | |
|---|---|---|---|---|---|---|
| | | ABOVE AVG. | AVG. | BELOW AVG. | EMH | TOTAL |
| GRADE | 6 | 0 | 2 | 0 | 1 | 3 |
| | 7 | 1 | 20 | 2 | 3 | 26 |
| | 8 | 2 | 25 | 9 | 7 | 43 |
| | 9 | 0 | 24 | 5 | 6 | 35 |
| TOTAL | | 3 | 71 | 16 | 17 | 107 |

TABLE 2

Race Distribution

| | | Race | | | | | |
|---|---|---|---|---|---|---|---|
| | | CAUCASIAN | NEGRO | INDIAN | CHICANO | ORIENTAL | TOTAL |
| GRADE | 6 | 1 | 2 | 0 | 0 | 0 | 3 |
| | 7 | 12 | 9 | 4 | 2 | 0 | 27 |
| | 8 | 19 | 19 | 2 | 0 | 0 | 40 |
| | 9 | 22 | 13 | 1 | 1 | 0 | 37 |
| TOTAL | | 54 | 43 | 7 | 3 | 0 | 107 |

TABLE 3

Reason for Referral Distribution

| | | Reason for Referral | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PREGNANCY | HEALTH | DRUG RELATED | EMOTIONAL | POOR PEER RELATED | DISRUPTIVE | TRUANCY | FAMILY | ACADEMIC | TOTAL |
| GRADE | 6 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 3 |
| | 7 | 1 | 0 | 0 | 10 | 0 | 9 | 4 | 0 | 1 | 25 |
| | 8 | 3 | 0 | 0 | 8 | 0 | 21 | 10 | 0 | 1 | 43 |
| | 9 | 1 | 1 | 0 | 8 | 0 | 17 | 8 | 0 | 1 | 36 |
| TOTAL | | 6 | 1 | 0 | 26 | 0 | 49 | 22 | 0 | 3 | 107 |

TABLE 4

Age-In-Grade By Sex
As of October 1, 1972

| | | Grade 6 | | | Grade 7 | | | Grade 8 | | | Grade 9 | | | School | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | M | F | Tot. | M | F | Tot. | M | F | Tot. | M | F | Tot. | M | F | Tot. |
| AGE-IN-GRADE | 12 years | 1 | 2 | 3 | 2 | 0 | 2 | | | | | | | 3 | 2 | 5 |
| | 12½ | | | | 6 | 1 | 7 | 1 | 0 | 1 | | | | 7 | 1 | 8 |
| | 13 | | | | 4 | 1 | 5 | 6 | 2 | 8 | | | | 10 | 3 | 13 |
| | 13½ | | | | 3 | 1 | 4 | 3 | 5 | 8 | 1 | 1 | 2 | 7 | 7 | 14 |
| | 14 | | | | 2 | 2 | 4 | 6 | 4 | 10 | 8 | 4 | 10 | 16 | 8 | 24 |
| | 14½ | | | | 1 | 1 | 2 | 8 | 4 | 12 | 4 | 1 | 5 | 13 | 6 | 19 |
| | 15 | | | | 1 | 0 | 1 | 2 | 0 | 2 | 3 | 3 | 6 | 6 | 3 | 9 |
| | 15½ | | | | | | | 1 | 1 | 2 | 4 | 3 | 7 | 5 | 4 | 9 |
| | 16 | | | | | | | | | | 3 | 1 | 4 | 3 | 1 | 4 |
| | 16½ | | | | | | | | | | 2 | 0 | 2 | 2 | 0 | 2 |
| SUB-TOTAL | Normal Age | 1 | 2 | 3 | 12 | 2 | 14 | 15 | 11 | 26 | 15 | 6 | 21 | 43 | 21 | 64 |
| | Over Age | | | | 7 | 4 | 11 | 11 | 5 | 16 | 9 | 4 | 13 | 27 | 13 | 40 |
| | Under Age | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 2 | 2 | 1 | 3 |
| | Total | 1 | 2 | 3 | 19 | 6 | 25 | 27 | 16 | 43 | 25 | 11 | 36 | 72 | 35 | 107 |

(Boxed figures indicate normal age range for each grade)

Students were admitted to the study center as the need arose. In June 1972 it was projected that fifty-five students would return in September. Forty-five registered and continued in the study center during the school year 1972-73. Other students entered throughout the year as shown below.

| | Registrations | | Registrations |
|---|---|---|---|
| September | 45 (continuing) | January | 2 |
| September | 7 (new entries) | February | 12 |
| October | 3 | March | 12 |
| November | 19 | April | 4 |
| December | 3 | May | 4 |

OBJECTIVE 2

Provide an educational environment in which, under the guidance of understanding teachers, the student can participate in educational experiences and activities which produce the learning he needs, either for continued education in a present school operation or for the world of work.

* * * * * * * * * * * * * * * *

During the 1972-73 school year 107 students in grades six, seven, eight, and nine participated in a total of 595 courses. At the time of this report 250 of these courses have been completed. Another 190 completed courses are expected as a result of the work during the 1973 summer session.

At the end of the school year it is anticipated that eleven students will return to a regular school situation in the fall.

Fifteen ninth grade students and one eighth grade student are recommended to advance one grade to a senior high study center. Forty-seven were recommended to advance one grade in the junior high study center. The recommendations are shown below.

| | STAY AT JR. HIGH ISC ADVANCE ONE GRADE | RETURN TO REGULAR SCHOOL | STAY AT JR.HIGH ISC SAME GRADE | TRANSFER TO OTHER ISC | MOVING OUT OF THE DISTRICT |
|---|---|---|---|---|---|
| 6th | 2 | 1 | 0 | 0 | 0 |
| 7th | 18 | 1 | 3 | 0 | 0 |
| 8th | 27 | 6 | 2 | 1* | 1 |
| 9th | - | 3 | 1 | 19* | 1 |
| Total | 47 | 11 | 6 | 20 | 2 |

* 16 Advance one grade

OBJECTIVE 3

Provide guidance and motivation for the student through self-understanding to modify his behavior in socially acceptable ways.

* * * * * * * * * * * * * * *

This objective is achieved through a school atmosphere which is accepting, helping, friendly and guidance oriented. Individual counseling, group counseling, and parental involvement are of prime importance.

Individual counseling is used by the teachers and the counselor to help each student know himself and find acceptance of himself. The individual and not the problem is the focus. The student is helped to recognize his problem and to learn what he can do with his life in spite of his problem. Individual counseling places greater stress on the immediate situation than upon the individual's past. It places greater stress on the emotional elements, the feeling aspects of the situation than upon intellectual aspects. The counselor operates on the principle that the student is basically responsible for himself and that he must accept this responsibility. The counseling relationship itself is a growth experience. It is not a preparation for change, it is change. As the student learns that another person (the teacher and/or counselor) sees true worth in him as an individual and that the teacher and/or counselor respects and accepts him for what he is, the student in turn starts respecting and accepting himself and begins to see a true worth in himself as an individual.

Group counseling is used to explore inter-personal relationships and to help the student better understand himself. One of the most important products of the group experience is for individual group members to find out that their peers have problems. too. The student who has felt very different and alone is better able to feel a sense of belonging when he discovers that other students have concerns similar to his. The importance of being able to help someone else with problems is another potential of group counseling. It is helpful for one person with problems to learn to get outside of himself and to become "other-centered" rather than self-centered. The group experience also provides an opportunity for students to explore their ideas and beliefs. He is able to gain additional information and perspective on his ideas.

Parent involvement begins when the student enrolls at the study center. The parents or guardian are requested to accompany their child to the initial interview, orientation and enrollment into the study center. Parents are encouraged to keep close contact with the school. This enables the school and home to work together toward the benefit of the student. This close, cooperative school-parent relationship enables the student and the parent to be continually aware of the student's progress. Each week the teachers record student progress in attitudes and in academic work. There is frequent communication by telephone as well as parent conferences with the teachers and counselor. In some cases, home visits are made to report student progress. Parent classes are held at the study center for those parents concerned about their parent-child relationship. These parents have common concerns and a common desire to develop a more effective method of coping with the turbulent teenage years of their children.

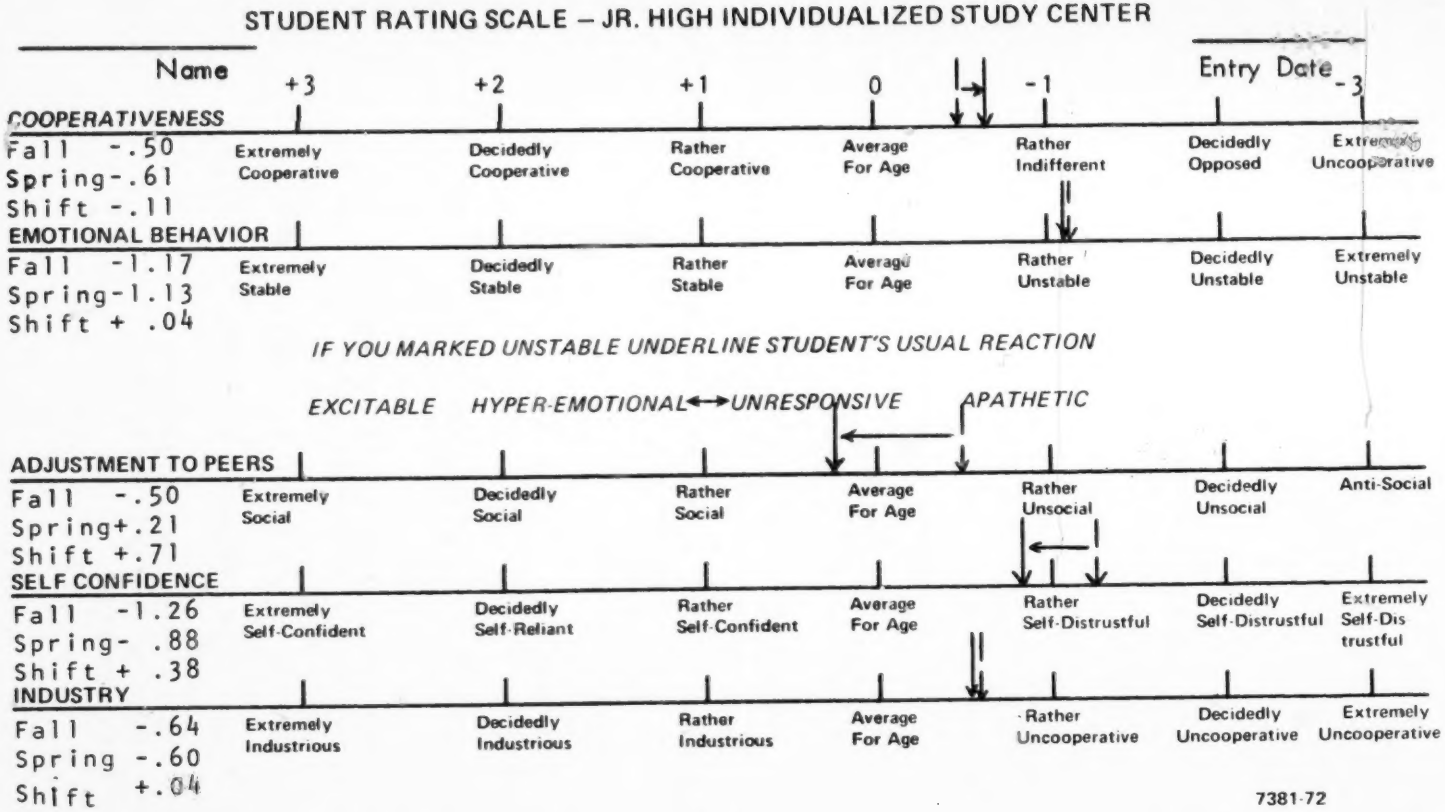
Counseling is a process which involves the weighing of alternatives and the making of choices. Since information is critical to wise choice, information of a social, educational and vocational nature is given to students at the study center. Filmstrips, group discussion, tours and guest speakers are utilized to give students this needed information. The ninth grade students have a series of study on careers which is initiated with the Kuder General Interest Survey. This survey gives the student some indication of his interests in a wide range of activities and is beneficial in future educational and career choices.

The results of a student rating scale were used to appraise the junior high Individualized Study Center (ISC) students according to five personal and social developmental characteristics. The areas rated were; cooperativeness, emotional behavior, adjustment to peers, self-confidence and industry.

Students were rated during their first week (pre) at ISC and again at the end of the year (post) by a poll of all ISC professional staff members during a group meeting. Forty-seven students who had entered ISC prior to January 1, 1973 were included in the study.

In computing averages for the group, numerical values were assigned to all possible entries within each category. Each category ranged from a +3 indicating the most positive rating to a -3 representing the most negative entry. The broken arrow (— →) indicates the point at which the stood at the time of first assessment and the solid arrow (——→) shows the end-of-year rating for the same group. Corresponding numerical values are recorded for each category on the rating scale.

## STUDENT RATING SCALE – JR. HIGH INDIVIDUALIZED STUDY CENTER




The rating scale included shows average shifts for the group studied. There appeared to be little change for the group, however many individual changes did occur.

OBJECTIVE 4

Provide a setting in which the student is encouraged to seek the assistance necessary for him to discover ways to compensate for inadequacies in his personal life.

* * * * * * * * * * * * * * * * *

As one measure of personal growth, the parents of ISC students were asked to express their views on the effectiveness of the ISC program with reference to alleviating their child's problem.

A written questionnaire containing four closed and two open ended questions was sent to all parents during the week of May 25, 1973. The questionnaire is included at the end of this section.

Of the twenty-seven questionnaires returned nineteen parents felt the center had been effective in correcting their child's problem, five said it had been very effective and one felt the center was ineffective.

The following information summarizes the responses returned on the twenty-seven parent questionnaires.

Question 1 - To what degree are you familiar with the operation of the Center?

| Response | Number |
|---|---|
| A. Very Familiar | 3 |
| B. Familiar | 22 |
| C. Unfamiliar | 2 |
| D. Very Unfamiliar | 0 |

Question 2 - In what ways have you had contact with the Center? (More than one response was possible)

| | |
|---|---|
| A. Home Visit by staff member(s) | 1 |
| B. Visited the Center for conference | 16 |
| C. Toured the Center and met teachers | 18 |
| D. Received semester progress report | 18 |
| E. Telephone conversation | 21 |
| F. Evening Parent meetings | 3 |
| G. No contact | 0 |

Question 3 - How would you explain your student's main problem in dealing with a regular school situation? (More than one response was possible)

| | | |
|---|---|---|
| A. | Behavioral | 17 |
| B. | Truancy | 5 |
| C. | Emotional | 9 |
| D. | Fighting | 5 |
| E. | Health | 4 |
| F. | Poor Peer Relationship | 4 |
| G. | Drug Related | 0 |
| H. | Academic | 2 |
| I. | Other | 2 |

Question 4 - To what degree do you feel the Center has been effective in changing this behavior in your child?

| | | |
|---|---|---|
| A. | Very Effective | 5 |
| B. | Effective | 19 |
| C. | No Change Observed | 0 |
| D. | Ineffective | 1 |
| E. | Very Ineffective | 0 |

Twenty-four of the twenty-seven questionnaires returned to the Study Center carried comments. Thirteen of these were signed. These direct responses are included below.

"Am sure it has helped my daughter to learn how to get along with students, and also has helped her to maintain her right grade and grade level."

"S--- is a wonderful boy to have at home, but he just turns off at going to school. He likes his teachers very much and has only the greatest things to say about them."

"K--- has been a different boy since he has been going to the center. He has improved not only in his home life as well as his studies."

"I find P---- is anxious each day to attend school. He is giving me the impression he is doing well. Also, he stated quote, 'I think I'd like to go to school there rather than high school'."

"Since my daughter likes working with the staff, she enjoys school when she attends."

"You have been fair with him."

"Very kind to her and showed interest and sympathy for her problem."

"R--- started I.S.C. very insecure of himself and very confused. He seems more confident now and seems to have made a few friends. He still is emotional but is learning to control it."

"She is more interested in going to ISC than she was to public school."

"The Study Center has given our son the feeling he can achieve. Also, that he is an individual and important."

"Less students for a teacher."

"It has given my daughter more self-confidence; has broadened her interests and made it possible for her to continue her education without legal interference. She had a great fear of teachers and large groups of children, but her teachers at I.S.C. have been so understanding and nice to her that she has overcome this fear of them, and in fact thinks very highly of them."

"I believe she is gaining knowledge."

"His reading has improved."

"It has helped my son to concentrate a little more on his lessons. It helped him to keep up his studies, and I feel he has learned more since he has been attending Individualized studies."

"It really hasn't."

"Her behavior is somewhat better than it was before she went to the center."

"He has become more cooperative and interested."

"The more individualized instruction that is given at these schools has given Bill more confidence in himself in knowing he can do the job."

"I myself wish I could be able to get into some kind of study and learning center to help me improve some."

"I think she should be made to stay in the school more. I just don't see how students can learn so much just staying in classes 10 to 15 minutes."

"Hope this type of school will catch on and more will be available to others in the near future."

"I believe the school (without the students' knowledge) could influence the student as to how he can make use of his time when not in school. Forth coming ideas are great when someone they (students) like and respect gives them."

"Have room for those who feel they can't stay in school the full day and attend classes they aren't interested in."

"I think you are doing a good job."

"I would like to see discussion groups - or meetings with parents - set up on a regular basis."

"My opinion is that there should be stricter rules."

"Know that this type of center is good, . . . hope that it can reach more children in the future. Nothing else that I can see would improve it more than it already is except to reach more children."

"My son does not like books to gather information, he wants to do things with his hands. He has two brothers who are sport racing car builders and he idolizes their talents."

"I believe, by helping the parents understand their child and helping them gain some ability to get along with the child, go a long way in bettering family relationships. I know I didn't have the knowledge to cope with the situations with our girls, but the parent meetings did open my eyes to possible solutions that were available, and how I could have applied them."

OBJECTIVE 5

Provide the basic framework for establishing programs in basic education and introduce vocational skill development to broaden each student's educational and/or vocational horizons.

* * * * * * * * * * * * * * * * * *

The Individualized Study Center curriculum was adapted to meet the special needs of each student. For the most part, the curriculum followed the basic patterns of the regular school operation; however, modifications were made for each student in terms of his emotional, social, academic and occupational information needs. The level of instruction was geared to the student's ability and achievement. Remedial instruction was given to needy students on a one-to-one or small group basis. A flexible schedule enabled the student to determine the number of hours he would work each day at the Individualized Study Center choosing between morning and afternoon classes.

Students were encouraged to study the regular academic subjects such as math, social studies, English and art or science. At the end of each week a progress report was given to each student. In addition, students were encouraged to participate in special activities.

Courses offered by the Center during the 1972-73 school year are shown below. Also shown, are the number of courses students completed during the school year.

COURSES OF STUDY COMPLETED DURING 1972-1973

| Course of Study | Grade Level | | | |
|---|---|---|---|---|
| | 6 | 7 | 8 | 9 |
| English | 1 | 8 | 21 | 23 |
| Math | 1 | 10 | 13 | 22 |
| Social Studies | 1 | 9 | 17 | 25 |
| Art | 1 | 7 | 12 | 5 |
| Reading | 1 | 9 | 15 | 30 |

PARENT STUDY GROUP

A well-received innovation at the study center this year was the introduction of parent classes.

The parents that attended the classes were concerned about their parent-child relationship. They had a common desire to develop a more effective method of coping with the turbulent teenage years of their children.

The class was small. There were seven parents that participated for three hours once a week for six weeks.

During the class sessions, the parents learned specific techniques they could use with their children. The techniques were based upon the work of Dr. Thomas Gordon's "Parent Effectiveness Training," as well as upon the philosophy of Haim Ginott and Rudolf Dreikurs. The parents learned that when they have a conflict with their children, they must attack the <u>situation</u> and not the <u>child</u>.

If Bobby will not pick up his room, the parent should focus upon the situation and not attack the child or his personality by blaming, shaming, name-calling, judging and lecturing. These destructive methods can eventually destroy a parent-child relationship.

Through the use of printed material, class discussion and films, the new techniques were introduced. Then the new methods were practiced in class through role-play. The parents practiced on each other, and went home to practice on their families. At the next class meeting, the problems or failures the parents encountered at home using the new methods were discussed and studied to discover why the method had failed. The parents soon learned that it took time, patience, and practice to learn new ways of coping with discipline and learn effective communication. The parents learned the new skills step-by-step until they had fewer power-struggles with their children.

Parent reaction to the group was positive. Parental remarks such as, "This class helped us more than our expensive psychiatric help. Now we not only know we have a problem, but for the first time we know what to do about the problem." One mother remarked, "If I had nad this training years ago, I would not have so many problems with my son."

# Omaha Public Schools

ADMINISTRATIVE OFFICES
3902 Jones Street
OMAHA, NEBRASKA

May 25, 1973

Dear Parent or Guardian,

Since a member of your family was enrolled in the Individualized Study Center during the past year, we are asking your help in deciding the value of this method of helping students.

To do this we would appreciate your answers to the following questions. All answers will be held in strict confidence.

1. To what degree are you familiar with the operation of the Center? (Please circle one)

   A. Very familiar
   B. Familiar
   C. Unfamiliar
   D. Very unfamiliar

2. In what ways have you had contact with the Center? (Please circle those that apply)

   A. Home visit by staff member(s)
   B. Visited the Center for conference
   C. Toured the Center and met teachers
   D. Received semester progress report
   E. Telephone conversation
   F. No contact
   G. Other (Please explain)

3. How would you explain your student's main problem in dealing with a regular school situation? (Please circle one)

   A. Behavioral B. Truancy C. Emotional D. Fighting E. Health
   F. Poor peer relationship G. Drug related H. Academic
   I. Other (Please explain)

4. To what degree do you feel the Center has been effective in changing this behavior in your child? (Please circle one)

   A. Very effective
   B. Effective
   C. No change observed
   D. Ineffective
   E. Very ineffective

5. How has the Individualized Study Center helped your son or daughter? (Use the back of sheet if necessary)

6. How can the Individualized Study Center improve its service to students? (Use back of sheet if necessary)

Please return this page in the enclosed self-addressed envelope by Friday, June 1, 1973.

Sincerely,

Carl Palmquist, Director
Individualized Study Center

# NUMERICAL INFORMATION

## C. GENERAL INFORMATION: TEACHER PARTICIPATION

List the social security number of all professional (regularly certified) personnel paid out of Title I funds and identify the Title I activities each is involved in. Use the two digit code explained in the instructions for the *project data sheet* (Part III, section I). Check the appropriate box indicating amount of time spent with Title I (in full-time equivalency).

| SOCIAL SECURITY NUMBER | ACTIVITIES | ¼ | ½ | ¾ | Full |
|---|---|---|---|---|---|
| 327 24 9519 | 90 | | | | X |
| 506 34 3579 | 90 | | | | X |
| 504 36 9010 | 90 | | X | | |
| 481 20 9612 | 90 | | X | | |
| 521 42 1855 | 90 | | X | | |
| 234 46 1726 | 90 | | | | X |
| 310 52 8614 | 02 | | | | X |
| 495 42 8052 | 02 | | | | X |
| 505 66 4505 | 02 | | | | X |
| 505 62 6815 | 02 | | | | X |
| 507 60 6592 | 02 | | | | X |
| 493 56 6868 | 02 | | | | X |
| 492 44 [illegible]359 | 02 | | | | X |
| 484 62 5459 | 02 | | | | X |
| 340 36 9736 | 02 | | | | X |

| Social Security Number | Activities | 1/4 | 1/2 | 3/4 | Full |
|---|---|---|---|---|---|
| 460 68 4455 | 02 | | | | x |
| 388 38 4634 | 02 | | | | x |
| 508 16 2527 | 02 | | | | x |
| 506 58 9193 | 02 | | | | x |
| 507 62 4015 | 02 | | | | x |
| 483 52 2311 | 02 | | | | x |
| 557 62 0930 | 02 | | | | x |
| 507 62 3707 | 02 | | | | x |
| 506 34 7330 | 02 | | | | x |
| 490 42 7542 | 02 | | | | x |
| 463 46 9910 | 02 | | | | x |
| 505 54 7894 | 02 | | | | x |
| 194 34 9041 | 02 | | | | x |
| 485 54 2940 | 02 | x | | | |
| 508 54 9732 | 02 | | | | x |
| 577 42 1312 | 02 | | | | x |
| 430 84 9323 | 02 | | | | x |
| 508 42 7857 | 02 | x | | | |
| 508 58 6576 | 02 | | | | x |
| 451 74 3057 | 02 | | | | x |
| 563 80 9075 | 02 | | | | x |
| 514 48 8527 | 02 | | | | x |
| 578 42 1976 | 02 | | | | x |
| 337 48 2953 | 02 | | | | x |
| 420 66 3220 | 02 | | | | x |

| Social Security Number | Activities | 1/4 | 1/2 | 3/4 | Full |
|---|---|---|---|---|---|
| 506 60 2093 | 02 | | | | x |
| 506 56 0773 | 02 | | | | x |
| 523 52 7200 | 02 | | | | x |
| 485 56 4255 | 02 | | | | x |
| 508 66 9684 | 02 | | | | x |
| 522 70 3842 | 02 | | | | x |
| 551 36 3638 | 02 | | | | x |
| 480 60 0659 | 02 | | | | x |
| 507 68 5634 | 02 | | | | x |
| 506 60 4762 | 02 | | | | x |
| 506 12 1599 | 02 | | | | x |
| 033 22 7108 | 02 | | | | x |
| 556 74 8569 | 02 | | | | x |
| 507 60 7280 | 02 | | | | x |
| 508 70 9073 | 02 | | | | x |
| 424 62 4422 | 02 | | | | x |
| 505 44 6312 | 02 | | | | x |
| 507 68 4924 | 02 | | | | x |
| 481 56 5920 | 02 | | | | x |
| 508 30 7395 | 52 | | | | x |
| 485 52 2315 | 52 | | | | x |
| 508 62 7057 | 52 | | | | x |
| 508 52 2854 | 52 | | | | x |
| 506 40 6394 | 52 | | | | x |
| 507 58 4870 | 52 | | | | x |

| Social Security Number | Activities | 1/4 | 1/2 | 3/4 | Full |
|---|---|---|---|---|---|
| 478 46 4482 | 52 | | | | × |
| 417 60 4186 | 51 | | | | × |
| 508 48 4612 | 51 | | | | × |
| 507 18 3519 | 51 | | | | × |
| 467 28 4369 | 51 | | | | × |
| 507 28 2179 | 40 | | | | × |
| 507 58 8065 | 40 | | | | × |
| 507 60 5588 | 40 | | | | × |
| 507 46 2112 | 40 | | | | × |
| 507 66 8511 | 40 | | | | × |
| 523 68 6592 | 40 | | | | × |
| 506 42 1830 | 40 | | | | × |
| 505 62 6814 | 40 | | | | × |
| 508 26 0719 | 40 | | | | × |
| 507 46 1970 | 40 | | | | × |
| 508 20 7569 | 90 | | | | × |

PART II, Section
PROJECT DATA SHEET

Please refer to instructions for PROJECT DATA before completing this sheet. PRINT legibly; do not type.

| 1. PROJECT NUMBER | 2. COUNTY | 3. DISTRICT | 4. TOTAL EXPENDITURES FOR THIS PROJECT (nearest dollar) |
|---|---|---|---|
| 73 042 AAA | 28 | 001 | 1725581 |

| Total Pupils Participating (public and nonpublic) | | | | | | Instructional Staff | | | 14 | 15 | 16 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 P & K | 6 Grades 1-3 | 7 Grades 4-6 | 8 Grades 7-9 | 9 Grades 10-12 | 10 Other | 11 P & K | 12 Elementary | 13 Secondary | Certified Supportive Personnel | 1973 Title I Grant | Total Amount Approved |
| 315 | 2277 | 3646 | 2257 | 1581 | 367 | | 45 | 20 | 8 | 232985 | 232985 * |

* Includes SUMMER ACTIVITIES - NOT YET INITIATED

PART III, Section 2
ACTIVITY DATA SHEET

Please refer to instructions for ACTIVITY DATA before completing this sheet. PRINT legibly; do not type.

| 2 Act. No. | 3 Total Expenditures this Activity (nearest dollar) | 4 Activity Description (a b c d e) | Pupils Participating (by grade level) 5 P & K | 6 Grades 1-3 | 7 Grades 4-6 | 8 Grades 7-9 | 9 Grades 10-12 | 10 Other | Instructional Staff (full-time equivalency) 11 P & K | 12 Elementary | 13 Secondary | 14 Certified Supportive Personnel | Total Number Staff 15 Certified Personnel | 16 Teacher Aides | 17 Other Staff | 18 Number of Nonpublic Students (lines 5-10) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 40 | 191744 | 43999 | | 247736462257 | 1581 | | | | | | 1.0 | 1 | | 17 | 855 |
| 02 | 973093 | 46576 | 8 | 1775 | 2623 | 1240 | 625 | 35 | | | | | | 83 | 2 | 853 |
| 06 | 12250 | 46514 | 85 | 199 | 274 | | | | | | | | | | | |
| 52 | 1010364 | 69991 | 83 | 2591 | 1671 | 0822 | 389 | 301 | | 45 | 35 | | 8 | | 5 | 648 |
| 51 | 2182149 | 69991 | 22 | 483 | 4097 | 561 | | 31 | | 2.0 | 1.0 | 1.0 | 4 | | 55 | 210 |
| 40 | 511427 | 69999 | 38 | 186 | | | | | | | | | | 10 | | |
| 73 | 110500 | 46999 | | 10 | 50 | 47 | 39 | | | | | | | | | |
| 40 | 121179 | 46591 | | | 3 | 104 | | | | | 9.0 | | 9 | | | |
| 90 | 458734 | 69999 | | | | | | | | | | 1.0 | 1 | | 4 | |
| | | | | | | | | | | | | | | | | |